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ABSTRACT

This publication documents one community college's experience in setting up a "supermarket" guidance system model. Its goals were to maximize the number and kinds of available services, and make them maximally accessible to all students. A commercial design firm was hired to analyze the school's present and future requirements. A computer follow-up evaluation was designed, so that statistics could easily be compiled on the number of students using a particular service and where referrals were being sent. A two-day workshop was held to help implement the system. In addition to school administrators and staff members, participants included representatives from business, industry, the community, the feeder high schools, and the student body. Analyses of the objectives and functions of different student service offices are also included in the booklet. (BP)

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Supermarket Guidance System for a Suburban Community College

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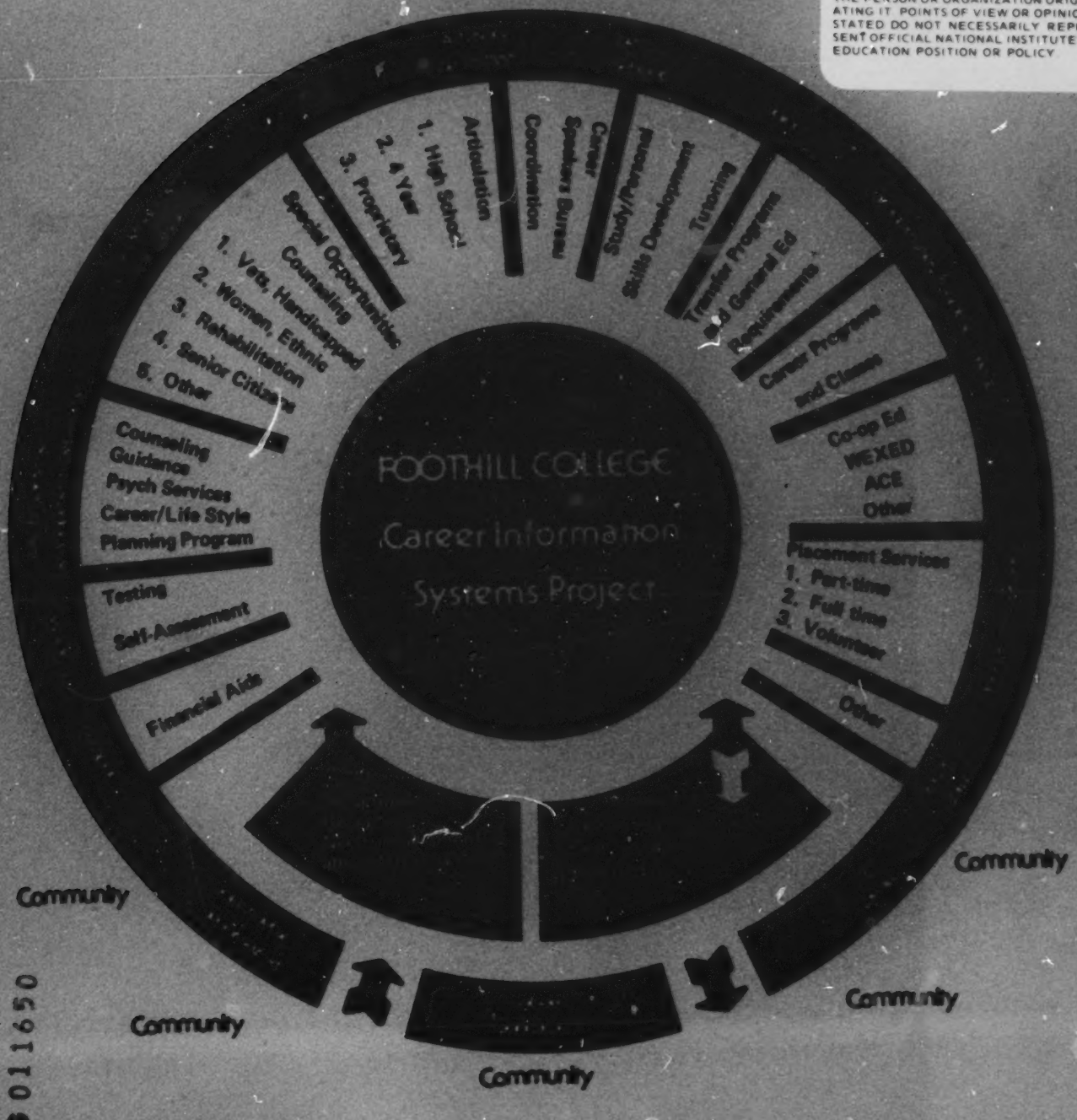

CG 011650

CAREER INFORMATION SYSTEM PROJECT

"Supermarket" Guidance System

Conceptual Model
for
Suburban Community Colleges

Foothill-De Anza Community College District
Foothill College
Los Altos Hills, California

Dr. John W. Dunn - Chancellor
Dr. Nathan H. Boortz - Director, Technical Education
Dr. James Fitzgerald - President, Foothill College

Final Report - Summer 1976

Dan Walker - Administrator, Cooperative Education
Project Director

Ruth Morales - Career Center Staff Assistant
Assistant to Project Director

Exemplary Funds
P. L. 90-576, V. E. A. Part D

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Prepared by Counselors:

R. Mizel; C. O'Donnell; D. Glenday
1.7 Student Development Center
1.8 Preliminary Report

PREFACE

Foothill College was awarded a portion of a V. E. A., Part D Exemplary Project in July 1975. The grant was to develop a "suburban" community college "Supermarket" Guidance System model.

The project has expectations to substantially increase the numbers and kinds of services provided with a concentration on career development process and efficiency in "actual" job placement. Users (often called "clients") need immediate and direct access, possibly through "computerized data retrieval", in addition to traditional methods. Design services which will assist clients to determine, select, and pursue the essential preparation for employment or career change. Clients should receive more accurate, appropriate, responsible, and realistic counseling, work experience, placement, and other services. High school and college staff, faculty, and counselors should have better access to information about new careers, training programs, and manpower needs while gaining individual, professional assistance from the personnel in the system as they seek to help their students prepare realistically and appropriately for present and/or future career/lifestyles.

The project was originally a three year project with activities to include: 1) Design of a "universal" model (two months); 2) Establishment of at least two operational models (nine months); 3) Data collection and analysis (twelve months); 4) Sharing-dissemination-replication (twelve months); and 5) Final evaluation and report (three months). Locally, a constitution of secondary school, college, industry, and manpower training agency representatives would advise the project.

Evaluation and modification of the project and this supporting information network will be continuous. The project staff will maintain a close liaison with colleagues working on parallel projects with the Nor-Cal Community Colleges Consortia and with the Los Angeles Basin Consortia. All findings will be compared and, as appropriate, data pools and analysis coordinated so that the three coordinated projects will result in a carefully documented, step-by-step report on the implementation of various versions of a comprehensive system.

The project, in reality, was cut from a three year project to a one year project. This time was felt as a real constraint to accomplish the total scope of the project to the degree that was desired. Foothill College feels that the full initial three years would have been advantageous. The project director was given one-third of his time and the project assistant was given one-half of her time; this re-assignment of time was unrealistic to accomplish the needs of a project of this scope.

The project staff does believe that a lot was accomplished this year, and a fantastic initial start has been established

to design a comprehensive "Supermarket" Guidance System for a suburban community college.

We are excited about the ability the project affords us to hire the design firm, Ostgren Associates* to analyze Foothill College's present and future requirements. They worked with me to comprehend the "Supermarket" concept, and are designing, with me and our staff, to meet these requirements so that Foothill can ultimately move towards total implementation of the Career Information Systems Project.

*please see appendices 1.7 and 1.8 for Ostgren input.

Dan Walker
Project Director
Administrator, Cooperative Education

INTRODUCTION

The "Supermarket" Guidance System Model is based on a suburban community college that is demographically made up of a high industry, business, and labor base which draws mainly from the upper and middle income family groups and a moderate segment from the middle-low and lower income group of citizens. Using a feeder high school group of about six to eight high schools, a community college has a total student body of about 12,000 to 16,000 with approximately 5,000 as full-time day students and 9,000 as continuing education students.

It seems appropriate that the "Supermarket" project model will try to insure that the goals of the post-secondary education commission will be accomplished. These goals are:

A. Insure that all persons have convenient access to educational and career counseling in order that they be encouraged to make informed choices from among all available options.

B. Maximize physical access to educational institutions, centers, programs, or services.

C. Insure that all learners be provided adequate student support services to enable them to participate fully in post-secondary education.

D. Foster post-secondary education services which allow an individual to pursue educational goals throughout life.

E. Work to eliminate financial barriers which prevent students from selecting and pursuing the educational program for which they are qualified.

F. Foster a well-articulated system of programs and services in post-secondary education which is responsive to individual educational needs in order to provide the opportunity for students to progress at a rate appropriate to their abilities.

G. Utilize admissions and registration procedures which will facilitate each person's pursuit of an educational program appropriate to his/her ability and aspirations.

H. Work toward the equitable participation of ethnic minorities and women in the admission and retention of post-secondary education students.

In a suburban community college model, to more adequately meet the needs of their community, the guidance system must address the following areas of need:

1. To modify, improve, and expand the existing career guidance and resource services and information network of the community college into an area-wide service center providing comprehensive services which realistically relate to the needs of junior and senior high school, community college, and adult clients with emphasis on those with academic, social/economic and other disadvantages, handicaps, or needs. The clients may be potential, enrolled, drop-outs, or graduated students from public or private non-profit schools or may be adult members of the community for whom the colleges become a new resource.

2. To make available to a wider audience of clients immediate and direct access to services and information which assist him/her to determine, select, and pursue the essential preparation for employment or career change.

3. To strengthen for student and non-student clients the bridges: (a) to appropriate further educational options or easier access to the world of work through representatives of employment development agencies, (b) to off-campus resources for on-the-job training, (c) to temporary/permanent placement counselors, and (d) to first-time or new work experience opportunities and education

4. To more systematically integrate the labor market information and forecast data available from other agencies and project into the local career information system reservoir.

5. To improve inter-state, intra-district cooperation, interaction, reciprocity, and information-sharing as to the most appropriate and economic way of meeting and serving the needs of community college clients.

Community colleges have an extensive array of occupational guidance, resource, and counseling services available to its enrolled and potential students. They have the capacity to expand the availability of these services to aid other educational and service agencies of the community and thus create and improve the bridges between education, occupation, career mobility, and self-improvement of their clientele. The "Supermarket" Guidance System will enable ccolleges to improve cooperation, and articulation among secondary, community college, and four-year college segments and better utilize the services of manpower agencies and information systems in a manner heretofore impossible.

Career decision-making is a life-long developmental process; information--about oneself, about occupations, about the environment, about past, present, and future experiences--is the heart of appropriate career and life planning. No arbitrary restrictions or limitations to career guidance and access should be made based on age or formal training or previous experience or physical/emotional qualifications or ethnicity or sex of potential users. Each person served by the "Supermarket" Guidance System will be dealt with in the here-and-now, by specialists committed to meeting all the individual's identifiable, legitimate needs.

PROPOSAL FOR CAREER INFORMATION SYSTEM PROJECT

Hire coordinator 1/3 time and clerical support.

Expected tasks of coordinator:

A. Form a Career Center Committee from members of the teaching staff, counseling staff, high schools, and community, making use of the existing groups wherever possible.

B. Make an in-depth study of existing subservices to determine what now exists and what needs to be done to make them an integrated part of the total "CARE SYSTEM" (CAREER INFORMATION SYSTEMS PROJECT).

C. Study other working subsystems to help in the development of our system.

D. Make a determination of the "district" subsystems that can be brought into line with existing funds and implement such systems.

E. Write a proposal for bringing other subsystems up to the optimum and for implementation of the total program. Submit proposal(s) to funding agencies.

F. Work with the three other community colleges participating in the grant to disseminate information as it is developed via workshop, reports, etc.

G. Write an evaluation of the project for report to the Chancellor's Office.

Expected Outcome:

A. By Oct. 15, 1975 -- Have career center committee formed to include counselors, faculty, high school personnel, students, and members of the community

B. By Dec. 1, 1975 -- Prepare a plan and begin collecting base-line data to be used in evaluating various subsystems once the career center concept is in operation.

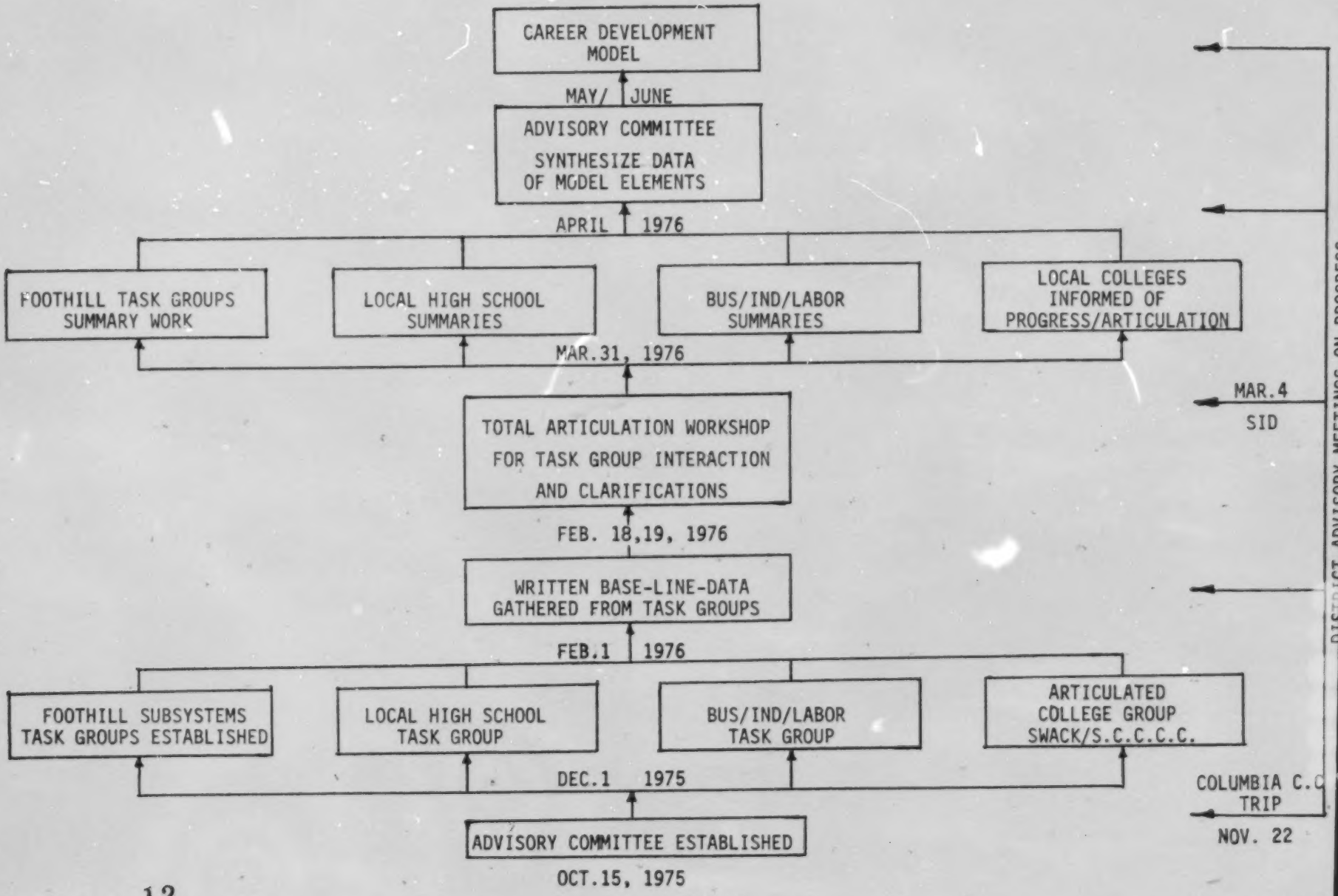
C. By Feb. 1, 1976 -- Have a written report on the status of various subsystems of the career center concept and recommendation for their upgrading and/or implementation into the "care system".

D. By Mar. 1, 1976 -- Meet with district committee to decide on fund allocation to subsystems.

E. Submit written proposal, working with district grant person, to obtain additional funding for project. Dates to be decided by grant application deadlines.

CONCEPTUAL MODEL

DEVELOPMENT FLOW CHART



DESIGN OF A "SUPERMARKET" MODEL

Examination of the model used to create a "Supermarket", total, Guidance System for our suburban community colleges reveals three main functions which were undertaken in the process of designing the model:

I. Analyze existing system

   A. Create total advisory group made-up of:

      1. Counselors
      2. Faculty
      3. High school personnel
      4. Students
      5. Members of the community

   B. Begin collecting base-line data from five major segments of the "System":

      1. Students
      2. Faculty
      3. College subsystems
      4. High schools
      5. Business/Industry/Labor

   C. Collection of relevant information

   D. Identify base assumptions for career development/ life-style planning

II. Collect relevant information

   A. Abstract the relevant base-line date

      1. Information was collected by subsystem task committee in the five major areas

   B. A basic literature search

   C. Conducted interviews

   D. "Other" college sites visited

      1. Review (overview) of their "systems"

III. Define performance criteria for the model

   A. Career development/life-style planning and development program must integrate academic, vocational, and general learning experiences

B. Guidance system must implement a joint cooperative approach by the college, high schools, and community. Osipow (1968) states that, persons from the world of work must participate with school personnel in the program development and implementation. Marland (1972) also documents this need for articulation of the formal educational structure and the need for linkages with the community.

C. The systems (model) must be based upon a developmental concept.

D. Totally articulated, planned programs to achieve career/life-style development must be deigned and provided for segments of the colleges' potential.

E. Career/life-style programs must provide for individualization of learning experiences and participation in group experience.

1. These programs must provide consistancy to individuals to facilitate development of their skills of decision-making -- Herr (1969) notes that a career must be broader than an occupational model because it includes skills, the institutional knowledge, and self-concept factors.

F. The content and nature of our educational system of learning experiences and activities must focus on career/life-style planning and development.

As community colleges meet the challenge of our society today and view our educational systems, the preparation of each and every individual, to accomplish a meaningful life-style of work and continuing education, should lend itself, ultimately, to career entry and personal fulfillment. The challenge is to implement this ideal into a workable reality; to develop and translate systems which keep options open for all individuals on a life-long continuum. Every individual must be given the opportunity to realize what is theirs to achieve -- the fulfillment of their potential. It would seem the "mission" of education should be the insurance of healthy and rewarding career development for every individual.

Career development refers to the process of unfolding, in the direction of occupational, social, and personal maturity, through a systematic sequence of experiences implementing goals and objectives on a developmental continuum. In some of our community colleges, this means a substantial change in our educational system, but change without order leads to chaos and confusion. The need is for a systematic, logical, rational process of synthesizing a better system of education which will lead to career development for all individuals. To meet this need, a conceptual model has been developed which can be used to analyze existing systems, simulate and solve the problems inherent in our systems, and innovate or design new systems of career/life-style planning and development.

Supermarket Guidance System for a Suburban Community College

"SUPERMARKET" COMPUTER SYSTEMS

The central focus of a "Supermarket" Guidance System seems to be centering around the technology of our age -- the COMPUTER. The computer has many capabilities to help meet the total guidance needs of the sophisticated society within our community colleges.

We know, for instance, of the college registration and accounting packages now in use; but, we now have the capacity to design programs with information giving systems that tie in with statistical data collection to deliver evaluation and follow-up programs that are of immediate need to our educational institutions. Within our project, as we emphasize the guidance function in relation to career and life-style planning, we can now look to the computer for help with the "time element". We must, however, never lose sight of the personal help and feedback one needs from an individual counselor in the system.

A computer-based guidance and information system designed to help students, faculty, and the community in our two-year colleges with career/life-style planning decisions is possible. As each student presents a unique combination of values, interests, abilities, perceptions, and plans, the system can be designed so that students who are at different stages in career decision making may use the computer guidance system in distinctive ways.

There are, however, common elements in the process of making career decisions. The computer can provide a clearly

defined structure of decision making for all students, but respond flexibly to individual needs and circumstances. Three advantages of a computerized system are:

1. To increase student's freedom of choice;
2. To develop their understanding of the elements involved in choice;
3. To improve their competence in the process of making informed and rational career decisions.

In a computer system, they examine their own values, systematically explore options, accurately interpret relevant data, and formulate tentative plans as hypotheses that can be tested realistically. They can learn to modify their plans as they gain new insights, experience, and information.

DESIGN OF COMPUTER FOLLOW-UP EVALUATION

A form needs to be developed in order for the computer to provide the needed continuum for the client in the "Supermarket" Guidance System. The form should be an In-take/Exit form with a code number for the client so that, when the client enters the system in person or by telephone, the need or request can be established.

A form can be developed, such that, one can go from service to service and the results can be programmed on the computer and the client's profile. An example might be a counselor talking with a student and finding that the need cannot be totally met in the counselor's office; the form is then filled out with the decisions that were accomplished and a copy is kept by the counselor and the original sent with the client to the next service to help complete the need -- the Financial Aids Office, for instance. That service either meets the client's need, and so indicates on the form, or, if not, the client is sent to another service with the Financial Aids Office keeping a copy. When the client's needs are met with the initial request, the form is completed.

At the end of a week, each service would collect all the forms that their service has generated and send them to a central area for computer programming. In this way, a service can recall, either on a print-out or on a terminal screen, the types of services needed, the number of clients using their services, the areas where referrals are being sent for their services, and where they are referring clients. The counselor, using a terminal

at his desk, could also call up a total profile on the clients that were seen that week, the decisions that were made, where the clients were referred, and, if they arrived at that service, what decision(s) were made.

In this way, a responsible evaluation and feedback system would be developed for guidance services on the campus plus, through the computer-tape-telephone service, the ability to evaluate information needed by the community and high schools would be established. The computer can automatically "kick-out" follow-up evaluation addresses on graduates for the total school or individual occupational programs at one, three, and five year intervals. It is necessary to have someone periodically up-date the computer program to keep all data current.

A system that is recommended in the model to help disseminate information over the telephone that now takes too much professional time is one like the TELETRONIX INFORMATION SYSTEM. This system takes our expensive communication system and combines it with a multi-channel tape play-back system. The result can be a simple, but effective way to feedback information to the public.

We have been told that an operator can fill up to 1800 different requests in a day. One person can "speak" to more people on one day than fifteen people normally can in a week. The system would free professionals and save time from repetitive questions by using skillfully prepared informative messages. It is believed that time, money, and professional energies can be saved and, yet, users can be informed in a warm and effective manner.

It has a fine application to the dissemination of career information. Banks of tapes can be designed on (1) Career Information, (2) Local training available at community colleges, and (3) Local job openings for placement potential, etc. The system can be available day and/or night, through every home, business, and school telephone; to students, the community, and business/professional groups.

It would be advantageous to connect these systems to the computer for follow-up and evaluation of use for continued research and development. The following is a sample of a community college system that one might want to establish as a program for the community and students:

TELEPHONE INFORMATION SERVICES, INC.

A. Study, Learning Improvement, Testing

1. Want to Improve Your Grades?
2. Organizing to do Your Homework
3. You Can do Better on Objective Tests
4. Standardized Achievement Tests and What They Mean
5. How to Succeed on an Essay Test
6. How to Improve Your Memory
7. How to Remember What You Study
8. You Can Improve Your Reading
9. What is Intelligence?

B. Understanding Personal and Interpersonal Adjustment

1. Understanding the Generation Gap
2. Improving Relationships with Your Parents
3. How to Settle Quarrels
4. How to Get Along with Brothers and Sisters
5. Making Friends
6. What to Do and Say When You First Meet People

C. College Counselling and Guidance

1. How to Prepare Yourself to Get Into College
2. How to Get Financial Aid for College
3. Alternatives to College

D. Vocational Counselling and Guidance

1. How to Get a Job
2. Assessing Your Capabilities
3. Self-Worth
4. Self-Leadership
5. Recognizing Opportunities
6. The Magic of Attitude
7. Setting Worthy Goals
8. Money -- Let's Talk About It
9. Using Time Management
10. Self-Management

E. Legal Issues and Personal Finances

1. More for Your Money
2. Welfare Rights
3. Can I Get Social Security
4. Benefits Available if You Had an Accident
5. What if I'm Injured at Work? - Workman's Compensation

F. Tapes for Young Children

1. Hansel and Gretel
2. Pinocchio
3. The Ugly Duckling
4. The Elves and the Shoemaker

G. Hobbies and Extracurricular Interests

1. Growing Your Own Vegetables
2. How to be Creative
3. Bicycle Safety
4. Riding a Horse
5. Your Dog's Good Grooming and Good Health
6. Care of Cats
7. Care of Hamsters

H. Pre-School -- Early Childhood

1. Building a Child's Readiness for School
2. Preparing the Pre-School Child for Reading
3. Responding to Your Young Child's Creative Work

I. Parents Aid and Support of Student

1. Parents! Your Good Listening Can Work Wonders!
2. Helping Students Improve Study Habits
3. How to Help Improve Your Child's Reading
4. Helping Young People Adjust to the Junior High Years
5. Motivating High School Students

J. Explaining the School Program

1. Enrolling Your Child in School
2. New School Programs to Meet Special Needs

K. Health and Safety

1. So, You Think Your Kid's on Drugs
2. Is Your Child's Appetite Lagging?
3. Making Your Home Safe for Young Children

L. Special Student Needs

1. Advice to Parents of Gifted Students
2. Helping Your Handicapped Child

M. Student and Child Behavior

1. Misbehavior in Children: How Many Times Do I Have to Tell You?

N. Legal Issues

1. Laws and Disciplinary Procedures and Rights of Students

SAMPLE

SAMPLE

FOOTHILL COLLEGE

STUDENT DEVELOPMENT SERVICES REFERRAL

No. _____ Date _____

To: From:

_____ Career Center _____

_____ Placement _____

_____ Work Experience _____

_____ Financial Aid _____

_____ Veteran's Affairs _____

_____ Health Services _____

_____ Handicapped _____

_____ Faculty _____

_____ Counselor _____ _____
(name)

_____ _____ _____
(other - specify)

Please return one copy to sender appropriately marked here:

Heard from student _____

Did not hear from student _____

Name or initals _____

Date _____

Client: _____ Social Security #: ___/__/____
(name - please print)

Address: _____
(for WEXED: mailing address) (Please include Zip)

Phone: _____

COMMENTS: _____

_____

_____

_____

distribution: white - deliver by student; yellow - through campus mail;
pink - retain for computer input

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CARE INFORMATION SYSTEMS PROJECT

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15.	John Connors	Student
16.	Bev Crampton	American Micro Systems Inc.

FOOTHILL COLLEGE

CAREER INFORMATION SYSTEMS PROJECT

February 18, 19 - 1976

Purpose of Workshop

To help Foothill College in the research and design of an optimal career guidance and resource system. A "Model Supermarket Concept" for a suburban community college to meet the many guidance needs of its "clients" in its service area.

It is the intent of this workshop to discuss and identify the needs of "service areas" including the college subsystems, high schools, post high school, adult education, and citizen users, also including students, potential students, non-students, professional educators, and the general community.

The general goals of the workshop are to:

1. Provide an opportunity for all the service areas of Foothill Community College of input into "Model System" to share ideas.

2. Provide an opportunity for feeder subsystems (i.e. high schools to meet and share ideas.)

3. To design (conceptionally) a Career Information Resource Center to meet Career and Guidance needs of our service area.

4. To identify the optimal quality of service in all the subsystems to meet student need.

5. To establish a feeling of unity and identity with all the subsystems in the "Supermarket Model."

6. To articulate for establishment of quality evaluation of subsystem service and follow-up activities.

7. To provide an opportunity for participants to evaluate existing physical facilities and design their own service area to meet the needs of their service area.

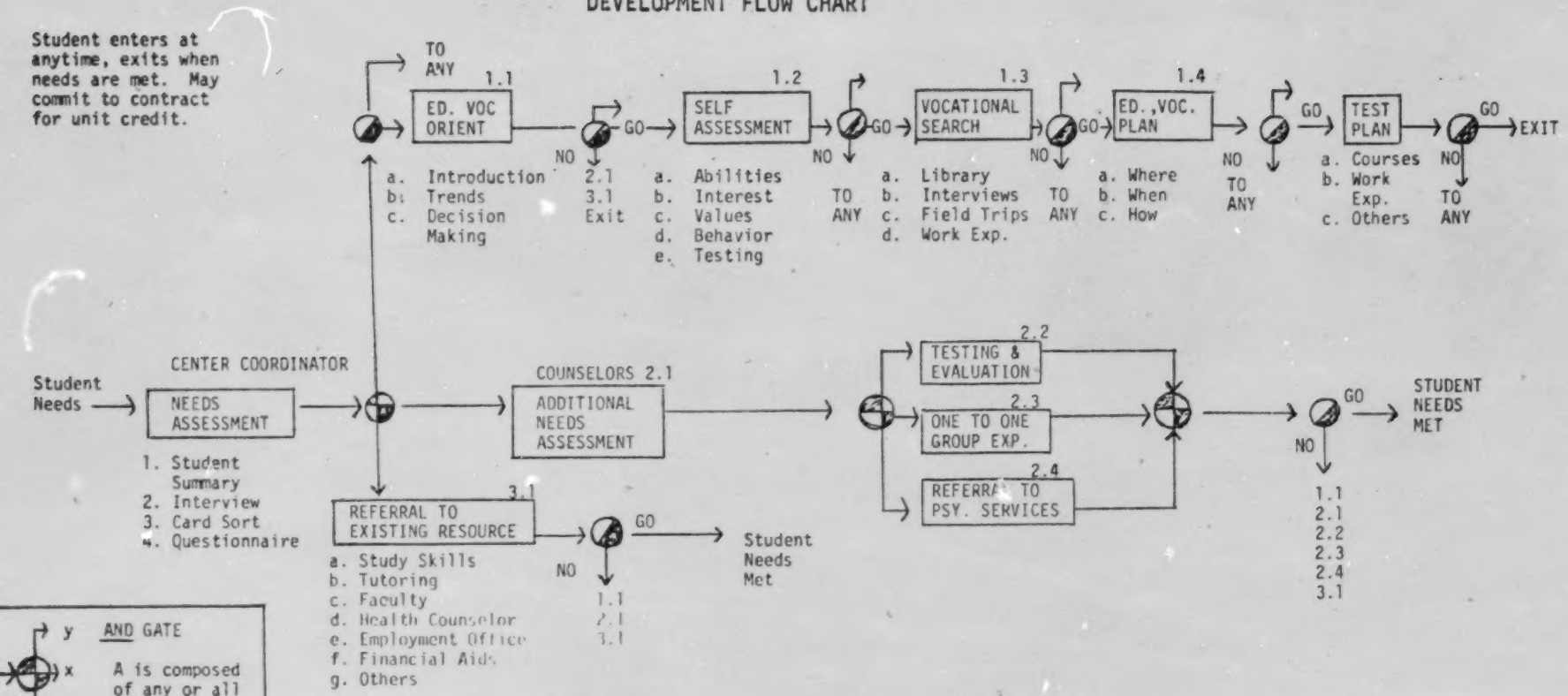
8. The role of vocational guidance.

9. To establish effective means for testing (evaluating) and measuring system outcomes is established.

CAREER INFORMATION SYSTEMS PROJECT

CONCEPTUAL MODEL

DEVELOPMENT FLOW CHART



CAREER INFORMATION SYSTEM PROJECT

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Joy Morin - Testing
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Mary Fidler - Handicapped

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Beverly Crampton - AMI
George Hernandez - PT&T
Elaine Reynolds - Jos. Magnin
Dr. Zenger - Syntex
Ray Wilber - VP/Personnel - HP
Pat Hubbard - BACEC
Ron Miller - Fairchild

Feeder High Schools

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Linda Henders - Awalt
Evelyn Donaldson - Gunn
Tod Likens - Gunn
Curt Demele - Cubberley
Ann Dreyfuss - Palo Alto
Robert McLennan - Mt. View
Richard Garcia - Mt. View
George Olsen - Mt. View
Marj Haymes - Mt. View
Don Davies - Los Altos
John Collins - Mt. View Academy
Sister Josepha Cullen - St. Francis
Sister Margaret Flaherty - St. Franci

Students

David Ketchum
Gwen Britain

CAREER INFORMATION SYSTEMS PROJECT

CAREER CENTER

SUMMARY:

The stated goals of the Career Center are to provide resource information, to assist in decision making, to assist in awareness of specific skills and procedures in order to be able to transfer to employment and to facilitate planning long and short-range goals for life style/careers. The space limitations are acute as are the staffing and communication between faculty, guidance staff, and Career Center personnel.

The physical separation of the Career Center from other guidance services is a primary problem and suggests program and physical changes needed. (See Appendix 1.7)

CAREER CENTER - ACTIVITIES POSSIBLE

TAKE COURSE - 1 UNIT
(Guidance 56 - Career Exploration)

TESTING and INTERPRETATION

INFORMATION GATHERING

DO FIELD SURVEYS

INTERVIEW

WORKSHOPS

EXIT
or
RE-ENTRY

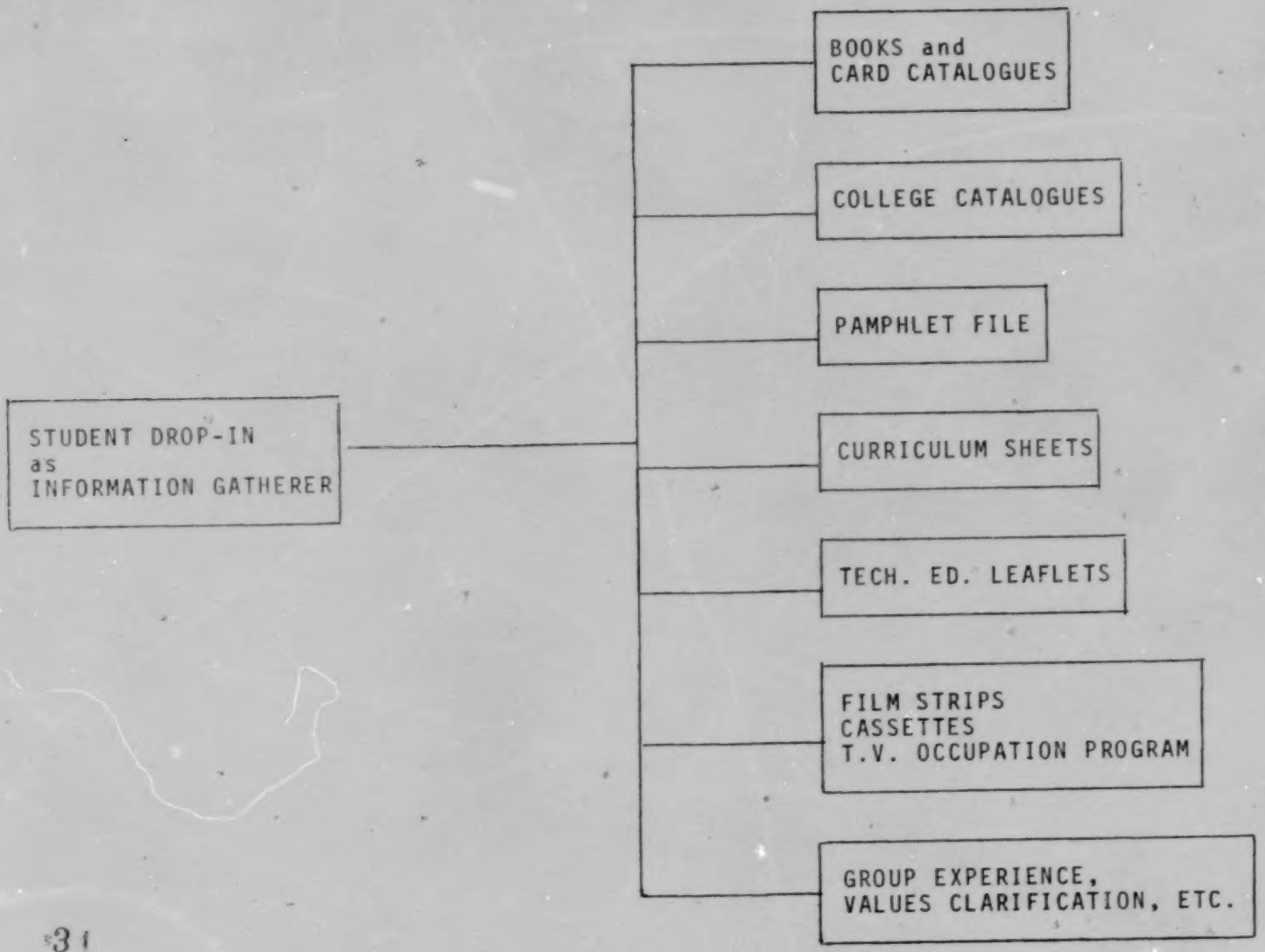
CAREER SEMINARS

ONE-TO-ONE COUNSELLING

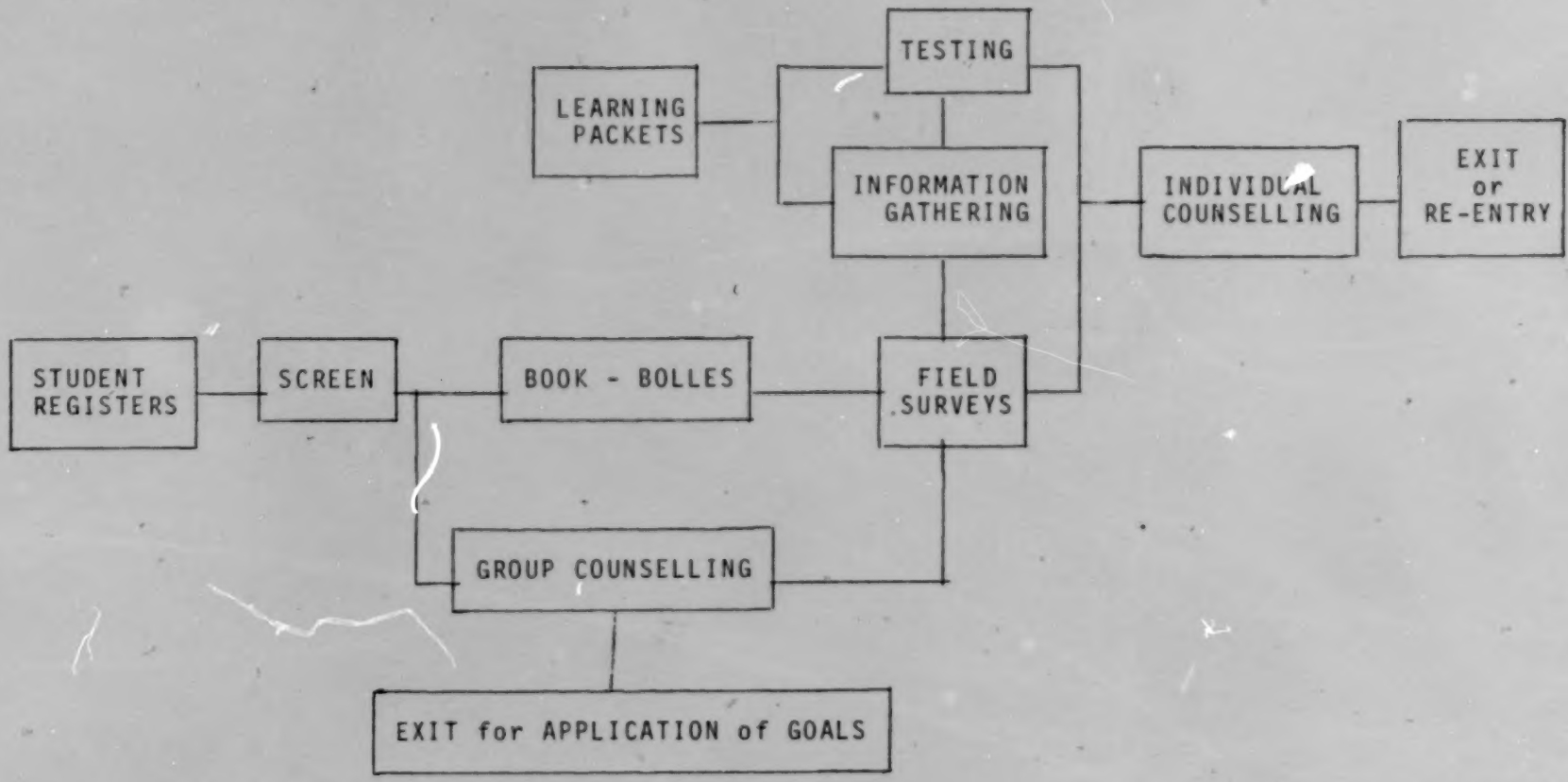
REFERRAL

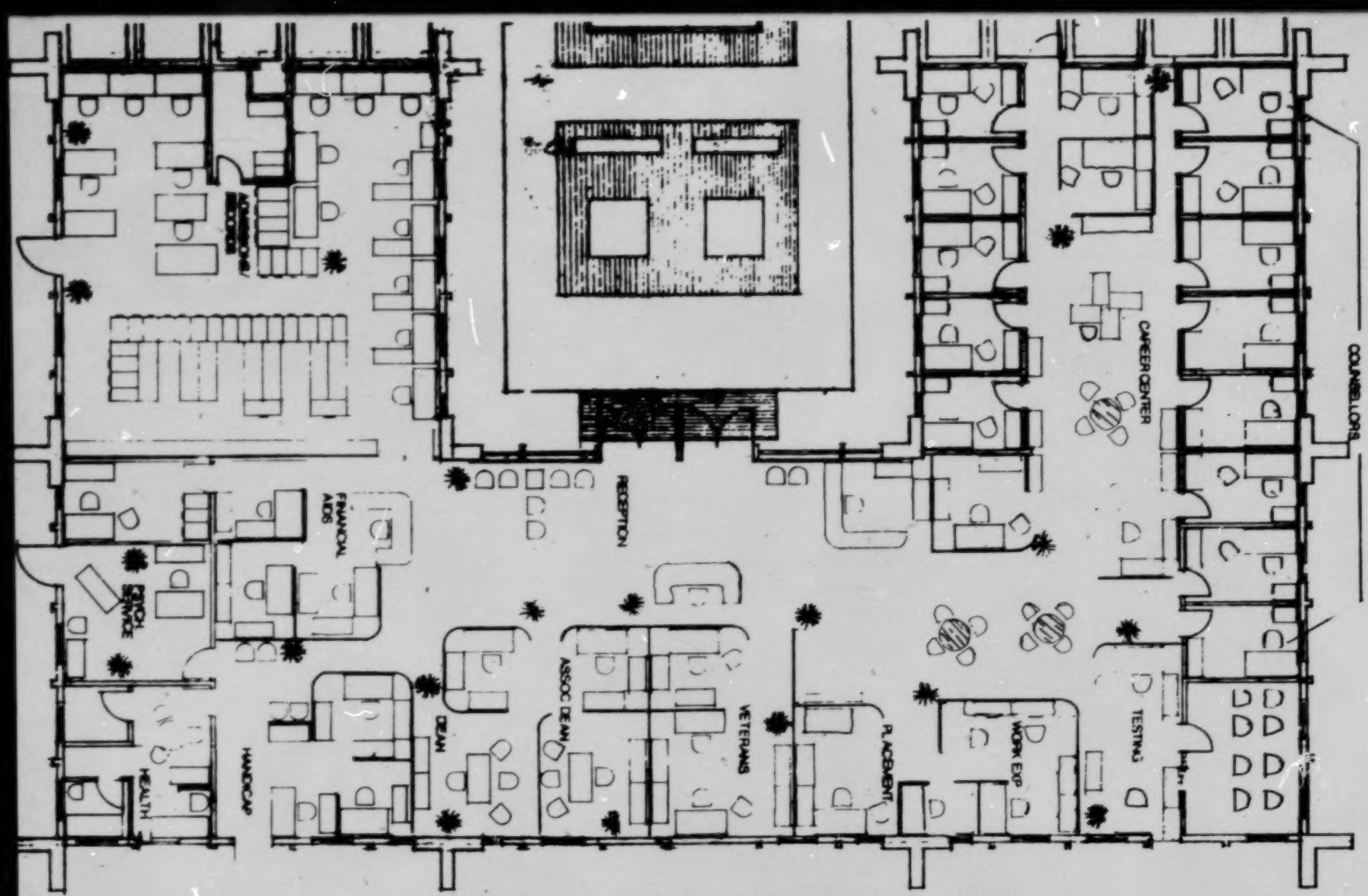
COUNSELOR, FINANCIAL AIDS,
PLACEMENT, DIVISION OFFICE, ETC.

CAREER CENTER



CAREER EXPLORATION





Student Development Center
Foothill College

OBJECTIVES:

The objectives of the Student Personnel Services are based upon the belief that education encompasses the student's development towards full and balanced maturity, that each student's education is primarily his own responsibility, and that Student Personnel Services must function as an integral part of the total college program to further the student's educational progress.

To this aim Student Personnel Services provides competent professional services as they are needed by students in determining their individual goals and in solving the personal problems which are barriers to their educational progress.

The general concern of all areas of student development was lack of space and the need for better integration of all services both functionally and physically. Specific findings are as follows:

Admissions and Records

The office of Admissions and Records provide for the following functions: admission, registration, data management, grade reporting, student transcripts. They accomplish these functions in an efficient and student-oriented manner.

Counselling

The counselling staff participates in a wide variety of individual and group activities to assist the student in reaching appropriate educational, vocational and personal decisions, and in clarifying problems which impede their performance.

Financial Aids

A capable staff found to be doing excellent job serving all students. Lack of space results in conjestion and poor service much of the time.

Handicapped Program

Foothill College is providing special services such as parking, interpretors, readers, counselling, priority registration, notetaking, transportation, and community resource information for approximately 125 handicapped students. Foothill's terrain, geographical location, and architecture present a challenge to the handicapped students.

Health Services

One Health Counselor providing all services for day students in spite of inadequate physical facilities and support staff. Poor location. No services provided for continuing education student. No staff to cover office when counselor is needed elsewhere.

Multicultural Relations and Special Services

Multicultural Relations and Special Services are designed to provide comprehensive student support in specialized areas pertaining to ethnic minorities, the financially, educationally and vocationally disadvantaged, the physically disabled and adult education. The services include: referral, financial aid, counselling, tutoring, and special projects.

Placement

Staff excellent and found to be doing superb job placing part-time students but lack of space prevents office expansion

into other areas. Location poor in that it is "hidden".

Student Affairs (Student Activities and Student Government)

Program to meet objectives and goals excellent and comprehensive; however, student and faculty involvement light. Funding inadequate. Space for special groups (re-entry women, vets, etc.) inadequate.

Testing

Location poor in that student being tested or seeking psychological help lacks necessary privacy and quiet. Staffing inadequate.

Veteran's Services

Extremely capable and dedicated staff serving veterans well; however, physical space poorly arranged and inadequate, and telephone communications system poor. Mt. View Center sorely in need of office to serve large number of minority vet students.

Women's Center

Not supported financially or philosophically by administration or Board of Trustees; hence, space, location, funding, and staffing inadequate.

ADMISSIONS AND RECORDS

OBJECTIVES

1. Provide efficient and student-oriented procedures for the following functions:
   A. Admission
   B. Registration
   C. Information gathering, processing, storage, updating, and dissemination always considering the security and confidentiality of the information.
   D. Grade reporting
   E. Certification of student status for authorized departments and agencies.
   F. Checking and certifying students for graduation and/or certificates of proficiency.
2. Collect and maintain records of all fees and tuitions collected by the college in accordance with approved district policies.
3. Prepare and submit all reports required by state and federal agencies pertaining to student enrollment and A.D.A.
4. Prepare and forward student transcripts.

STAFF

1 Associate Registrar
1 Assistant Registrar (Evening)
12 Full-time Clerks
2 Half-time Clerks
1 Cashier

The office of Admissions and Records provides the above services for 14,000 Day and Continuing Education students. It is open Monday through Friday from 8 a.m. to 10 p.m. and is the hub of the college. Although quality of service could be improved with additional clerical staff, the most critical need is space. Records are bulging, clerk desks are jammed together and the noise level is not conducive to efficient work, Microfilm storage of records previous to 1970 alleviates the problem but more current records require ready access which in turn requires more space as the college enrollment grow.

Student records are closely guarded. Campus security guards the office but is not allowed access to this heavily secured area of the college. The Family Educational Rights and Privacy Act is, at all times, adhered to by the staff and student records are only available to authorized staff members. The student, upon entering Foothill, is provided with a handbook which, among other things, acquaints him with the services of the Admissions and Records office.

FOOTHILL COLLEGE

Functions

Admission & Records

1. Provide efficient and student oriented procedures for the following functions:

   A. Admission.

   B. Registration.

   C. Information gathering, processing, storage, updating, and dissemination always considering the security and confidentiality of the information.

   D. Grade reporting.

   E. Certification of student status for authorized departments and agencies.

   F. Checking and certifying students for graduation and/or certificates of proficiency.

2. Collect and maintain records of all fees and tuitions collected by the college in accordance with approved district policies.

3. Prepare and submit all reports required by state and federal agencies pertaining to student enrollment and A.D.A.

4. Preparing and forwarding student transcripts.

COUNSELING AND PSYCHOLOGICAL SERVICE

OBJECTIVE

1. Assist the student in reaching appropriate educational, vocational and personal decisions and in clarifying problems which impede their performance by:
   a. Assisting students in gathering and interpreting information about themselves.
   b. Providing alternatives in decision making.
   c. Assisting the students in gathering and interpreting information about various alternatives.
   d. Assisting students in the decision making process.
2. Work in the high schools to assist students at that level in their educational decisions.
3. Work with faculty through the divisions in the areas of student understanding, curricular refinement, and student advisement.
4. Participate in inservice programs of staff development and assume responsibility for continual improvement of the Student Personnel Program.

STAFF

16 Full-time Counselors
1 Half-time Psychologist
1 Counseling Associate
1 Career Center Director
1 Secretary
2 Clerk Receptionists

The counselling staff participates in a wide variety of individual and group activities designed to accomplish the objectives as set forth. Each counselor deals with the spectrum of student concerns; however, certain counselors, in addition to their general duties, concentrate in certain areas of interest and expertise. Among the special areas of interest are minority problems, returning women, vocational education, career center, etc. Counselors spend some time in the division offices in order to work more closely with staff.

Counselling in Continuing Education is provided by one (1) full-time counselor at the Mountain View Center and by our regular day staff on an extra time basis. To augment the full-time staff in continuing education, part-time counselors are employed for both individual and group activities.

Psychological Services are provided by a staff psychologist augmented by part-time assistance.

EVALUATION

In the Spring of 1975 a student evaluation of the counselling program was made by student questionnaire. The results were tabulated and presented to the Counselling staff for their own self-appraisal.

During the current, as part of a grant, we engaged in an extensive self-study involving faculty, counselors, community members, and students. The major concerns of the study were: a). The limitations in all student services because of physical space, and b). the lack of communications on the scope and area of the counselors within various segments of the community.

FOOTHILL COLLEGE

FINANCIAL AID OFFICE

OBJECTIVE

To provide Financial Aid information in a manner that college community can be active in their planning for meeting college need. To ensure needy students an opportunity to apply for Financial Assistance through Federal and State programs, locally administered at Foothill College. To make a centralized effort in behalf of the institution to assist in the retention of all students who, for financial reasons, might be unable to attend.

STAFF

1 Coordinator

1 Assistant Coordinator

1 Full-time Financial Aids Assistant

2 Half-time Financial Aids Assistants

The Financial Aids office is responsible for the administration of the following programs:

1. Application for aid
2. Need analysis process (determining need)
3. Awarding (package aid in such a manner to meet the need of an individual student)
4. Administration programs
   - A. Supplemental Educational Grant & FOG
   - B. Basic Opportunity Grants
   - C. Direct Student Loans
   - D. Emergency Loans

E. Scholarships

F. Federal Guaranteed Loans

G. Meal Tickets

H. Work Study

I. Student Employment

A procedure has been developed which matches student need to one or a combination of the above programs. Awards are made to eligible students based on their need and their qualification for the various programs. An appeals procedure is available if students are not agreeable with or have a question about their award. After the awards are made, the Financial Aids office is responsible for administering and policing the awards.

The Financial Aids office seeks coordination with other student services in order to deal with the student as a total person, helping him or her to set priorities and act upon them.

Innovative programs include a book loan program in conjunction with the multicultural office, a lunch program, and low cost dental and vision care in conjunction with the health office.

FOOTHILL COLLEGE

HANDICAPPED PROGRAM

OBJECTIVES

To provide the physically, mentally or emotionally disabled student with special counseling and information about services available to them that will enable them to take full advantage of the educational opportunities offered all students and to assist the administration, faculty and staff in their understanding of those special needs and their removal of barriers to the disabled student's educational progress.

STAFF

1 Counselor

1 Part-time Work-study Student

At present 125 students have been determined to be eligible for services of the Handicapped and as such receive one or more of the following services made available to them: special parking, interpretor services, reader services, personal and/or vocational counseling, priority registration, notetaking, transportation, and community resource information. In addition the Enabler Counselor teaches two sections of Guidance 51 which focus on communications skills, problem solving techniques, and psycho-social aspects of the disabled.

The office is located near the Multicultural Office which makes additional services available to the disabled student. More space is critically needed to house required records and files documenting the student's disability, services needed, and financial information. Also specially needed equipment is stored throughout the campus which adds a disadvantage to the already disadvantaged student. More space is needed to house all of the needed materials in one area near the Counselor

trained to serve this student.

No services are available for the Continuing Education student. Another counselor/instructor would remedy this and at the same time improve the service to the day student

HEALTH SERVICES

OBJECTIVES

A. To provide every student and staff member access to adequate and comprehensive medical service.

B. To aid students in development of self-responsibility for health.

C. To offer health education.

STAFF

One (1) full-time Health Counselor

Health is regarded as a right of each of us without regard to ability to pay. The service looks at tha total person, mentally and physically, as an individual in determining the need and method for meeting it. The Health Counselor meets with all Guidance classes at the beginning of each quarter to acquaint students with service. Special groups for women have been held. Information about community resources is made available and referrals to those resources are made when the situation calls for them. Student follow-up is variable and individual depending on situation. Student is urged to notify Health Counselor of success of referral. Between 30 and 40 students are served per day.

EVALUATION

Planned procedure to obtain feedback from student when leaving Health Counselor: students to be given questionnaire to evaluate service and leave it in location removed from health office to insure anonymity.

Physical facilities deemed inadequate. Location of the office is in area away from main stream of student traffic and is not well

marked. Office is not private and soundproofed. Office removed from psychological services which prevents integration of student's total health. There is need for an answering service when counselor is out and beeper for counselor to locate for emergencies Optimal service would provide direct medical care services on campus as well as inservice education to better orient the various services, especially health, psychological and counselling. Health Services are not now available to the Continuing Education student which includes evening, Saturday, and off-campus programs. Another Health Counselor could provide such services.

MULTICULTURAL RELATIONS AND SPECIAL SERVICES

PURPOSE

To recruit and retain students through initiation of activities directed to the need of the academically unprepared and low-income student with social, economic and language obstacles.

GOALS

1. To assist in the recruitment, retention, and advancement of students who, because of language-cultural differences and severe economic limitations, have experienced difficulties in achieving their potential.
2. To create an academic and cultural atmosphere on campus applicable and relevant to the social, economic, and educational experiences of disadvantaged students.
3. To assist in developing educational and cultural programs that will advance community understanding of minority cultures in the U.S..
4. To provide opportunities that will enable faculty and staff to appreciate and arrive at a greater understanding of the nature, needs, and potential of ethnic minority groups.
5. To assist in developing the financial and academic resources of the college in order to aid low-income students financially, and provide minority students with programs of study relevant to their heritage and applicable to their basic skills.

STAFF

1 Assistant Dean of Students

2 Full-time Associate Coordinators

2 Half-time Associate Coordinators

2 Secretaries

DESCRIPTIVE ASSESSMENT

The Multicultural Program Services include: referral services to facilitate communication and understanding between students, staff and community; augmentation of existing counseling services; provision of tutoring services; augmentation of financial aids; initiation of and coordination of on and off campus community outreach projects. These services have been extended to include, in addition to the culturally different student, the physically and/or mentally disabled and certain segments of adult education. This special service is playing a more and more complex and vital role in the organization of Student Services.

PLACEMENT

OBJECTIVES

A. To place students on part-time jobs while in school.

B. To refer and place on full-time jobs when finished with school.

C. To provide labor market information

D. To aid a student trying to make a realistic vocational choice and plan.

STAFF

1 Full-time officer

2 Part-time assistants

The student placement office at Foothill College is operated in conjunction with the E.D.D. The staff is provided by E.D.D. while Foothill provides the space and support. The office handles placement in all areas but concentrates mostly on the part-time employment of students.

The student seeking full-time employment is given attention on where and how to seek employment. He is also given information of interviewing technique, resume writing, etc.

Limited attention is given to placement of our graduates. It seems most reliance is placed upon the faculty of the various programs for placement in this area.

The most vital deficiency in the placement office is the lack of space. While doing an excellent job in part-time placement, lack of space and personnel prevents this office from expanding into other areas.

What population are we attempting to serve? All students are eligible.

Services provided? (a) Special services are given to veterans. When file searching, they are given first preference on job referrals.
(b) Minority students are sought out and referred a job when employers have indicated a preference.

Approximately 35 to 75 students are seen per day. Students are never denied the service unless they have abused the privilege.

APPRAISAL

Has there been recently any structured evaluation of this service area? Not to my knowledge.

Is there factual or statistical evidence that the services are accomplishing their objectives? Yes. The placements vary from 200 - 500 per month which I think speaks for itself.

How are services made known to students? Through orientation, the catalogue, location (central location in administration building), and by word of mouth.

How does your service area provide security of student records and personnel files? No unauthorized person is ever allowed access to our files.

Does your service area have any programs which you consider to be innovative or especially effective? The student seeking a full-time permanent job is given special attention on where and how to seek out a job (if we do not have an

Immediate opening for him). He is also given information on interviewing techniques, resume writing, etc. Students with special problems that will make it difficult for them to get and hold a job are referred to Health Services.

Are physical facilities adequate to provide effective service in meeting stated objectives? Not really. We would most certainly add more staff and extend hours of service if more physical space was available. Privacy for some interviewing is needed.

Is your service area adequately staffed to accomplish stated objectives? Additional staff would allow interviewers to give even more individual attention to students who need it most.

What procedures are provided for hearing and responding to student complaints and/or appeals? None.

FOOTHILL COLLEGE

STUDENT AFFAIRS (Student Activities & Student Government)

OBJECTIVE

To provide and facilitate experiential learning opportunities and programs that enhance the academic, personal, cultural, and social development of students by:

1. Extending the students academic learning process with experiences in activities, organizations, and co-curricular programs.
2. Providing opportunities and encouragement for students to participate in campus governance, through self-governing process as well as college-wide committees.
3. Assisting students in developing an awareness and respect for other people's needs and points of view.
4. Assisting students in developing leadership and group decision-making abilities.
5. Providing students the opportunities to explore, discover, and utilize their capabilities.

STAFF

The staff consists of;

1 Associate Dean of Students

1 Activity Director

1 Secretary

1 Student Accounts Manager

1 Part-time Student Assistant to Student Accounts Manager

3 Part-time Student Activities Publicity Assistants.

The staff, in order to accomplish the above objectives, oversee and advise the Student Government with its program of activities and services, the Co-Curricular Program with its myriad of activities from sports to the school newspaper and the many programs

of the Fine Arts, some 28 clubs and organizations, community oriented activities, leadership and group decision-making training workshops and specialized services that assist and support students in their educational endeavors outside the classroom (advisement, program planning, publicity, budgeting). The staff is committed to provide a student affairs program that is responsive to the needs and interests of the current student population which includes various groups such as: ethnic, veterans, older students, and returning women students. It provides professional knowledge and assistance to student groups, evaluates the programs, assists in maintaining a campus climate of mutual trust and understanding among students, faculty, classified staff, and administrators.

The program attempts to serve all students as well as faculty, staff, and community through campus wide activities and services. Of the various programs and services provided in Student Affairs, the following approximate numbers of students have been involved: Student Government - 75; Co-curricular activities - 1200; clubs and organizations - 1500; and campus wide activities - 25 to 3000. There is no way to tabulate the number of students who have used the other services provided; however, 8 to 10% of the students participate in elections. Student body card sales revenue is divided 50% for Associated Student Activities and 50% for co-curricular activities (co-curricular receives District funds and gate receipts).

EVALUATION

An on-going evaluation process comes from several organized

bodies: Student Personnel Council; Co-curricular Council; Student Government; Organizations Board of Directors: Mass Communications Board; Activities Board; staff meetings; ASFC Senate Survey, assessing student interests; student evaluations of programming and student/public participation in activities. Major conclusions of the evaluations are: the kinds of programs and services provided are designed to meet the above stated objectives. A substantial number of students participate, but the extent of the impact on our total student body is difficult to ascertain; the program is flexible and responsive to all students; it is comprehensive; continued efforts need to be made to increase funding of program; student government has been effective in strengthening its image and communication process to the rest of the campus community and strives to continue this development as shown in its Student Handbook, Faculty Evaluation Handbook, services, legal assistance, loans, and special events and participation in campus governance process.

There is need for further tangible relationships between student and faculty and academic divisions in matters dealing with student affairs. There is need to expand recruitment of students to student affairs. The program provides a good campus climate and vehicle for free and open exchange of ideas among all campus constituencies. Physical facilities are good and functional, but additional space is needed for special student groups such as: returning women students, veterans, and for travel information center. The professional staff would be enhanced by

including a part-time assistant. Excellent procedures are provided for hearing and responding to student complaints and/or appeals. Programs considered to be innovative or especially effective include: Co-curricular Council (organization of students, faculty, and administration to sponser and manage co-curricular activities), faculty evaluation by students, Teaching Excellence Award, cooperative ventures with community in special educational conferences, day time activities (ie: concerts, multicultural events, fairs), student publications, and Fine Arts performance programs

FOOTHILL COLLEGE

TESTING

OBJECTIVES

A. To provide placement examinations that assist counselors in their academic advising of students.

B. To provide computer scoring of tests administered by instructors.

C. To administer counselor prescribed individual tests for students.

D. To provide information about and make appointments for Psychological Services.

STAFF

2 Classified Staff Directors

EVALUATION

The Testing Office is located in the hallway of one wing of the Administration Building. The room allocated for administering tests to students adjoins the hallway and accommodates nine students and it is here that all tests, psychological, make-up, placement, or whatever, are administered.

The most vital deficiency of the Testing Office is its location. There is excessive noise, student traffic, unrelated telephone ringing and conversations, physical limitations and very little privacy. Students seeking psychological services do not have the privacy needed nor do students who are being tested. Classroom make-up testing is being moved to another campus facility but there still remains a need for more adequate physical facilities for testing services.

No provision is made for the absence of one or more of the Testing Staff members due to illness or emergency and the evening student could be better served by increasing the coverage to 4 nights weekly instead of the current 2 nights.

FOOTHILL COLLEGE

First Draft

Student Services Self-Study Accredition: TESTING

The Testing Office is located in one wing of the Administration Building. It consists of two desks and five cabinets (with locks) placed in the hallway. The testing room adjoins the hallway and has a capacity of approx. nine students. Due to the location there is excessive noise, student traffic, unrelated telephone ringing and conversations, physical limitations and very little privacy. Students seeking psychological services are not allowed the privacy that they deserve nor do the students requiring testing.

There are two classified staff to handle all testing, scoring, profiles, etc., for all day students. Evening students are serviced by one part-time clerk (two nights a week, 4 hours a night); on the other two nights tests are unsupervised.

The testing office provides (a) Entrance Exams (b) Computer scoring for instructors (c) Make-up classroom exams (d) Individual tests requested by counselors (e) Information and appointments for Psychological Services. Referrals come primarily from the counseling staff for testing, counselors and placement office for psychological services.

Some statistics:	Fall 1974 - Summer 1975	2,472 Classroom Make-up Exams
	Per Calendar year	Approx. 2,000 Entrance Exams
	Fall Quarter 1975	2,065 Individual Tests Administered and/or scored for counselors
	Per Calendar Year	25,000 Computer Scoring tests run through computer for approx. 70 instructors.

Needs:

1. A larger location conducive to quiet testing and privacy with closer contact to counseling and health areas.

2. Elimination of classroom make-up tests in the testing area. The facilities are often over-crowded; students are frequently sent without previous appointments to provide proper scheduling. No provision is made for the absence of one or more clerks due to illness, emergency, vacation, etc.

VETERANS SERVICES

OBJECTIVES

To provide the veteran student with the necessary services that make it possible for him to take advantage of the educational opportunities that, by law, have been deemed his/her right.

STAFF

1 Director
1 Administrative Assistant
1 Half-time Veterans Clerk

Veteran's Services are located in three small offices in the Administration Building. One office is devoted to records keeping and administration, one is the office of the Director and the third houses the Vet's Representatives from the Veterans Administration. Veterans Services is principally financed by the Federal Government and has served approximately 1500 Vets, the number being equally divided between Day and Evening Students.

The staff goals are primarily threefold: to keep accurate records that will enable the Vet to collect his/her benefits while attending college; to provide counselling in areas that are peculiar to the Vet; and, through recruitment, attract Vets to college. It also acts as liason between the Vet and the government bureaucracy as well as the community with its myriad of agencies.

APPRAISAL

The Veterans Services staff has increased the number of Vet students by doing an effective job. There is need for more space since the three small offices are located in a congested area and the staff feels one large office would increase the quality of its services.

FOOTHILL COLLEGE

WOMEN'S CENTER

OBJECTIVES

A. To provide a place for women of all ages, races and ethnic backgrounds to meet.

B. To provide information about campus and community services and programs available to and related to women.

C. To assist the Returning Woman student in her orientation to college.

D. To assist the woman student in her struggle to understand, cope with and prepare herself for the rapidly changing role of women in society.

STAFF

1 Coordinator on a faculty released time basis

The Center is open daily from 8 to 4, Monday through Friday. Over a 3 month period the Center received som 1200 visitations from students and members of the community. Services include: meeting place for discussion groups, origination of student projects, file on women's films, file on services available in community, information on Affirmative Action, and other women's studies departments at universities and colleges where student might wish to transfer. It serves as the base of operation for the peer counselors who serve primarily the re-entry woman student.

EVALUATION

The Women's Center is not supported financially or philosophically by the college administration or the Board of Trustees. Consequently, the location, space, staff, and funding are all inadequate. It is located in a closet in the Language Arts area away from the normal flow of student traffic; the space will accomodate 7 people

comfortably. It is funded by a small allocation from the Language Arts division. The limited, mostly volunteer, staff leaves the Center unsupervised much of the day and is always closed to the Continuing Education student.

RECOMMENTATIONS

A. Relocate to a larger space near the Campus Center.

B. Budget for and hire a full-time, credentialled Coordinator preferably with an academic background in Women's Studies.

C. Provide operational budget for the Center.

D. Place additional work-study students in the Center.

E. Budget for and hire a full-time secretary/clerk/librarian.

Work Experience Education/Placement

Cooperative Work Experience Education programs and the community college's Job Placement activities should be totally integrated to better meet the needs of day and evening students, the faculty, and community employers. Combining these programs has been most successful as viewed by students, employers, occupational instructors, counselors, and career center-education staffs. The ability to place students in jobs related to their majors followed by encouragement of those students to participate in Cooperative Work Experience will provide students with relevant work experience and employers with better qualified employees.

A Career Placement staff can develop a file search and work closely with occupational instructors to match student skills with employer qualifications. Instructors usually are most cooperative in assisting placement staff in locating students with specific skills to meet the job requirements. Another service that is in pilot stages, but seems to have unlimited potential for community college placement and work experience opportunities is the Bay Area Cooperative Education Clearinghouse. This clearinghouse concept is working in the San Francisco Bay Area with a twenty college consortium. The system is a computer "match" opportunity for students to find temporary or permanent types of employment. Once the position is found and agreed upon, the student is enrolled into Work Experience at the next possible opportunity. The following outline will explain the primary BACEC system:

I. GATHERS STUDENT DATA
- A. College (usually Placement Office) gathers data on student on PROFILE form.
- B. College keeps Profile ORIGINAL and mails COPY to BACEC.

II. STORES DATA IN COMPUTER
- A. BACEC inputs information from Profile into computer.
- B. BACEC files Profile copy alphabetically by school.

III. EMPLOYER LISTS JOB
- A. Employer calls BACEC and lists job.
- B. BACEC explains system to employer.

IV.a COMPUTER SEARCH IS POSITIVE
- A. BACEC inputs job needs into computer and retrieves 3 to 5 names of identified students (possible matches).
- B. BACEC calls college, gives identified names and lists job.
- C. College phones identified students and confirms interest in job.
- D. College mails Profile copy to employer & informs BACEC of mailing. (In some cases, employer wants student to hand carry Profile to interview rather than to have it mailed)

  College attaches GREEN COVER SHEET to PROFILE AND CHECKS OPTIONS:
  1. Employer contacts student directly to set up interview.
  2. Employer goes through college staff to set up interview with student.

IV.b COMPUTER SEARCH IS NEGATIVE
- A. BACEC inputs job needs into computer and retrieves inadequate pool (less than 3 names).
- B. BACEC calls college and informs them of job needs and negative results of computer search.
- C. College
  1. Searches own PLACEMENT FILES to identify student for job.
  2. Posts job announcement on board " " " ".
  3. Contacts faculty to identify student for job.
- D. Once college identifies student(s) for job
  1. Has student fill out a Profile form; files ORIGINAL PROFILE.
  2. Mails BACEC Profile copy and notifies mailing of additional copy to employer.
  3. Mails copy of Profile to employer, attaching GREEN COVER SHEET WITH OPTION CHECKED FOR INTERVIEW.

V. STUDENT PICKS UP GREEN REFERRAL POST CARD PRIOR TO INTERVIEW
- A. Student picks up referral post card from college office.
- B. Student gives referral post card to employer at time of interview.

VI. INTERVIEW TAKES PLACE
- A. Employer interviews student.
- B. Employer mails green referral post card to BACEC with interview results.

VII. BACEC NOTIFIES COLLEGE OF INTERVIEW RESULTS.

A. College (usually Placement Office) gathers data on student via PROFILE FORM.
B. College keeps COPY OF PROFILE and MAILS ORIGINAL PROFILE TO BACEC.

II. STORES DATA IN COMPUTER
A. BACEC inputs information from Profile into computer.
B. BACEC files ORIGINAL PROFILE alphabetically by school.

III. EMPLOYER LISTS JOB
A. Employer calls BACEC and lists job.
B. BACEC explains system to employer.

IV[a]. COMPUTER SEARCH IS POSITIVE
A. BACEC inputs job needs into computer and retrieves 3 to 5 names of identified students.
B. BACEC calls identified students to confirm their interest in job.
C. BACEC
1. Mails copy of Profile to employer
(or IF EMPLOYER NEEDS IMMEDIATE INTERVIEW, advises student to go into college office, get copy of Profile, call for interview, and handcarry Profile to interview along with green referral post card).
2. Attaches green cover sheet checking 1 of 3 previously agreed upon options with college:
A. employer contacts student direct to set up interview.
B. employer goes through college office to set up interview.
C. employer goes through BACEC to set up interview.
3. Attaches green referral post card to top of Profile & Green Cover Sheet.

IV[b]. COMPUTER SEARCH IS NEGATIVE
A. BACEC inputs job needs into computer and retrieves inadequate pool (less than 3 names).
B. BACEC calls college and informs them of job needs and negative results of computer search.
C. College
1. Searches own PLACEMENT FILES to identify student for job.
2. Posts job announcement on board to identify student for job.
3. Contacts faculty to identify student for job.
D. Once college identifies student (s) for job
1. Has student fill out a profile form; files ORIGINAL PROFILE.
2. Mails BACEC Profile copy and notifies mailing of additional copy to employer.
3. Mails copy of Profile to employer, attaching GREEN COVER SHEET WITH OPTION CHECKED FOR INTERVIEW.

V. STUDENT PICKS UP GREEN REFERRAL POST CARD PRIOR TO INTERVIEW
VI. INTERVIEW TAKES PLACE
VII. BACEC NOTIFIES COLLEGE OF INTERVIEW RESULTS.

BACEC SYSTEM #3 (COMBINATION WORK EXPERIENCE & CAREER EDUCATION PLACEMENT)

This system operates on the assumption that if we can't fill a position with a work experience student that we turn the job over to placement to seek a career education placement. Such a system will become operational in either of the two systems (#1 and #2) at Point IV[b]: COMPUTER SEARCH IS NEGATIVE.

IV.[b] COMPUTER SEARCH IS NEGATIVE

A. BACEC inputs job needs into computer and (1) retrieves zero names or (2) no students identified by computer are interested in job.

B. College NOW seeks EITHER a Work Experience Student or a Career Education Placement type of student.
   1. Searches own Placement files to identify student for job.
   2. Posts job announcement on board to identify student for job.
   3. Contacts faculty to identify student for job.

C. After identifying student for job
   1. Has student fill out a Profile form and files ORIGINAL.
   2. Mails copy of Profile to BACEC, telling BACEC Profile is being mailed to employer. NOTE:***If student is NOT continuing in college or is NOT interested in work experience, MAKE NOTATION AT BOTTOM OF PROFILE ON TEAR OFF PORTION.
   3. Mails copy of Profile to employer, attaching GREEN COVER SHEET WITH OPTION CHECKED FOR INTERVIEW.

V. STUDENT PICKS UP GREEN REFERRAL POST CARD PRIOR TO INTERVIEW

A. Student picks up referral post card from college office.

B. Student gives referral post card to employer at time of interview.

VI. INTERVIEW TAKES PLACE

A. Employer interviews student.

B. Employer mails green referral post card to BACEC with results of interview.

VII. BACEC NOTIFIES COLLEGE OF INTERVIEW RESULTS.

Job development must be a well organized and continuous process. There are several ways to approach job development on a campus. Our model is recommending a half-time job developer to give emphasis to the campus occupational programs and to work with division heads and graduates for placement when a student has completed a program. They must also work along with individual instructors and be a liaison with business, industry, and labor for colleges with the Work Experience program.

Our model would also see the person in a quarter role -- in charge of a volunteer field experience program. At Foothill, this program is called Volunteer In-action Program (V. I. P.). This program has a thrust into three areas:

1). General work experience for volunteer experiences that fall under this program's guideline with its own related class seminars.

2). Working, with instruction, in related field experiences for students coordinated with instructors within a segment of their curriculum.

3). Working in career education, and guidance and counselling offering, limited-time, career exploration opportunities out in the community.

The other quarter of this person's time would be devoted to developing and coordinating the Alternate Work Experience program. This would be a natural since the involvement is within the community. We also see this person working closely with BACEC and coordinating all activities in that area.

Another way of approaching job placement is to hire occupational instructors, part-time, to make employer contacts. This affords many "spin-off" benefits for their curriculum, as it does when these instructors coordinate for the Work Experience program.

After looking at several programs, American River College for example, they seem to agree that a full-time job developer, in most cases, seems a waste unless this person's job description could include other areas of responsibilities that would work together naturally. The integrated services of Placement and Work Experience Education, under this model, would be called "Career Placement Center", or "Student Development Center".

Staffing of the Center, in our model, would indicate the following areas of concern:

a). Relationships with potential or actual employers.
b). Campus relations with administrators and instructors.
c). Counselling with students.

The model also suggests certificated personnel. All three functions would indicate a person with an educational background and experience at a professional level. The Career Placement Canter can serve as a catalyst, effecting job training and placement. Personnel assigned to the center should have the experience and education which would permit them to work both at a professional level of campus communications as well as gain status with the employment community.

Exit Interview

The model would advocate that an exit interview procedure be established in order that stop-outs and drop-outs would find assistance in obtaining career counselling and finding employment. To be effective, the exit interview should be required as part of the withdrawal process along with a referral appointment made with a counselor, and programmed into the computer for follow-up studies. Students would complete the exit interview form and be

interviewed by a Placement Specialist who would make them aware of the services available to them through the Career Placement Center.

In order for the Career Placement Center staff to work effectively, career decision making materials should be readily available for use by the staff and students; therefore, it would seem necessary to consider a close proximity to the college career information resource center. The greater the accessibility of materials and information, the greater the utilization of those materials.

Through job placement activities, employer contacts, and job development procedures, the staff of the Career Placement Center is actively aware of employment trends and opportunities, and, therefore, is in a unique position to respond to labor market demands, local community opportunities for work, and student occupational goals. With this involvement, the staff should assume some responsibility for providing some degree of career guidance.

All students should have access to the services of the Career Placement Center. Full-time, part-time, evening or day, the policy of the Center should be to serve the entire student body with operational hours convenient to all.

The Career Placement Center Director/Administrator should be required to attend division meetings and curriculum committee meetings, as well as administrative council meetings. Cooperative Work Experience Education is an instructional area, and it crosses all division and department lines. Communication can best be

maintained through attendance at division or department and curriculum meetings.

The Career Placement Center administrator must keep abreast of all curriculum changes in order to keep staff informed, and to properly screen and counsel students. Through attendance at these meetings, the Career Placement Center administrator can be kept informed of the timeliness of class scheduling, budget, and staffing. Without this, there would be added difficulty in doing an effective job of coordination and administration.

The administrator should be represented at all meetings of occupational advisory committees, counselling staff, and possibly, the student personnel committee. Interspersing with advisory committee members provides valuable information on the job market and skills needed by students to effectively compete for job openings and to keep current.

Communication and exchange of information needs to be planned and scheduled. It is vital among all groups and services assisting students with their college plans. The Career Placement Center's program should include college term* classes in career development and employment strategies. All students should have the opportunity to participate in a class which gives assistance in career planning and development of skills necessary for employment. The model recommends this program in conjunction with the Career Center, and counselling and guidance.

Job search skills such as: resume writing, application

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*semester, quarter, etc.

procedures, and interviewing techniques are most important to students seeking part-time as well as full-time employment. It would seem advisable to give end of term "workshops" on employment strategies as suggested by American River College. This would be very helpful for graduates and students applying for summer jobs to obtain or refresh skills.

We suggest that a publicity program be designed to continuously promote the Career Placement Center's services. This should be targeted toward students, employers, counselors, college instructors, and the community. The publicity of the Career Placement Center program and services has unlimited possibilities. The following is an example of a few:

1). Letters to employers from placement files and work experience files can serve as an initial introduction to C.P.C. services. Periodic mailings with additional information are an excellent reminder to contact the Center when job openings occur. Facilities for employee recruiting and interviewing can be arranged by the C.P.C. staff.

2). All campus publications should be used to make students and staff aware of services. Current job openings could even be published weekly or bi-weekly in the student newspaper.

3). Brochures and publicity flyers should be distributed through all division offices and place on all classroom bulletin boards.

4). C.P.C. staff can meet with clubs and special groups to discuss services and encourage use of the Center and career materials. Staff must also be available for class presentations when requested by instructors and counselors, and for off-campus presentations when requested by community groups.

5). Students new to the campus may be aware of services through information in the orientation packet given to all new students.

6). Students petitioning for AA degrees and certificates should be contacted by mail to remind them of the placement services available to them.

7). Radio, newspaper, and T.V. spot announcements may be arranged through the college public information person.

8). The C.P.C. staff and placement program must develop an excellent working relationship with the Employment Development Department (E.D.D.) and all social service agencies.

If it is possible, the Work Experience program should permit enrollment of students at any time during the quarter for those students placed on jobs after regular enrollment dates. Students placed on jobs should be brought into Cooperative Work Experience as soon as possible in order to receive coordination and assistance with any problems, and to tie down sound learning objectives so the student can begin successfully on a new job. Most often, students placed on jobs after the first two weeks of a college term must wait until the following term before enrolling in Cooperative Work Experience. With this time lag, the program can lose many students and the students may lose their jobs before they can be brought into the Work Experience program.

The Career Placement Center's program should assist the handicapped and the disadvantaged student in obtaining useful and gainful employment. The staff can become involved with organizations and community agencies concerned with services for the handicapped. The staff must work closely with the college handicapped enabler and the Financial Aids officer in identifying students and planning a program to assist these particular students in developing the skills and attitudes necessary for successful employment.

CAREER INFORMATION SYSTEMS PROJECT

STUDENT TASK COMMITTEE

The Student Task Force recommended a better guidance system beginning with the content and methods of teaching and timing of the required course - Guidance 50. The Task Force did a needs assessment questionnaire and got 180 responses in a cross-section of classes. (See attached.)

There are problems in the wording and design of the survey, but results seem to indicate that most students have these needs and know that the services are available at Foothill. Many feel that the services are inadequate. The mode of operation seems to be a frustration experienced about a strongly felt need such as awareness of requirements for graduation and transfer. That frustration then carries over to a discontent about other services.

This is not a need that I have. I understand well enough.	I need to have more information on this subject.	I need a clearer explanation than the one I received.	
47	33	19	1. To have the general education requirements more clearly explained.
43	46	20	2. To know what is needed t transfer to a Calif. Sta Univ. or College or to U
46	32	20	3. To know more about where my real interest are, as shown on tests.
40	38	17	4. To learn more about the health and psychological services offered.
56	31	7	5. To learn more about what is available for me in t Foothill library.
38	47	13	6. To learn more about what is available to me in th Individual Study Center.
38	47	14	7. To learn more about the Work Experience program.
37	40	19	8. To know more about financial aids available at Foothill.
35	40	24	9. To learn more about figuring my GPA and the rules for academic survi
31	51	16	10. To know more about Caree Center information at Foothill.

I would have an interest in attending workshops on one or more of the followi subjects: (Please check those of definite interest to you.)

Quick and efficient problem solving 29
Matching myself and what I can do to the Job Market 53
Job interviewing skills, application and resume writing 50
Good study habits and use of work time 61
Setting personal and professional goals 40
Values Clarification 23
Communication skills 38
Assertiveness training 40

Please write in any other workshop interests that you may have:
1. Vocabulary & Spelling; 2. Job Market & Myself; 3. Physical Awareness
4. Setting Personal & Professional Goals; 5. Sexual Attitudes & Behavior

Have you taken advantage of the opportunity to contact a Foothill counselor on academic and/or personal questions this quarter? Yes--70; No--22; No Answer--9

Comments:

Completed at Foothill 1976

DIRECTIONS

1. Read each statement.
2. Judge the degree to which you agree with the statement, and indicate your judgment by checking the corresponding response in the LEFT hand columns.
3. Judge the ability of Foothill to provide this service in the RIGHT hand columns.

DEGREE YOU AGREE WITH STATEMENT				STUDENT GUIDANCE NEEDS	IS THERE A SERVICE PROVIDED AT FOOTHILL TO MEET THIS NEED			
Strong Agreement	Agree	Neutral	Disagree		At Foothill	Do You Use?	Should be here	Here bu not ade
22	55	63	39	1. I need to better understand the administrative procedures, such as registration, drop/add classes, etc. on this campus.	70	Yes 25 No 17	26	36
28	75	40	35	2. I need to improve study skills and habits.	87	Yes 23 NO 31	21	10
50	68	35	26	3. I need to set educational goals related to my interests, abilities and personal needs.	73	Yes 24 No 17	32	18
35	74	45	25	4. I need to understand my abilities and aptitudes (skills).	68	Yes 22 No 16	30	14
38	67	38	27	5. I need to define both long and short range educational and vocational goals.	61	Yes 24 No 18	31	16
45	71	41	19	6. I need to explore real-life application of my goals to occupations.	48	Yes 13 No 15	37	15
35	66	43	30	7. I need to understand the techniques of job applications and interviews.	53	Yes 11 No 18	42	15
38	66	43	30	8. I need to know how to find occupational information and guidance.	79	Yes 26 No 15	24	23
21	54	59	36	9. I need to understand the relevance of education to my life .	46	Yes 8 No 18	33	14

(over)

Strong Agreement	Agree	Neutral	Disagree		At Foothill	Do You Use?	Should be here	Here but not adequate
60	73	24	21	10. I need to be aware of the requirements for graduation or transfer to other institutions.	82	Yes 34 No 16	21	35
29	72	38	31	11. I need to understand how to plan my financial needs.	56	Yes 19 No 23	25	26
30	59	51	29	12. I need to know about the variety of financial aid services offered on campus.	72	Yes 12 No 24	18	27
32	60	51	28	13. I need to develop confidence in communicating before groups and with individuals.	70	Yes 19 No 20	22	15
36	64	46	25	14. I need to know where to seek assistance when I feel that I need help.	61	Yes 19 No 15	27	24
31	52	44	35	15. I need to get in touch with my values - what I think is uniquely important to my well-being.	43	Yes 14 No 17	35	13
20	45	69	33	16. I need to share my concerns with others.	46	Yes 16 No 15	27	9
24	69	40	38	17. I need to learn to use my time more effectively.	43	Yes 6 No 22	34	10
25	58	42	47	18. I need information about part- time employment.	79	Yes 21 No 19	14	21
24	53	51	43	19. I need information about the work-experience programs.	78	Yes 9 No 24	16	21
16	66	60	40	20. I need to learn decision-making skills.	50	Yes 12 No 17	29	10
30	64	43	31	21. I need to know what health facilities & referral services are available.	67	Yes 12 No 18	23	23

22. Any need not mentioned in this survey?

Faculty

The total faculty at Foothill College was surveyed for information that was felt needed in order to respond to certain areas of concern to establish a "Supermarket" Guidance System. The following is a summary of the opinions expressed by the faculty regarding our counselling/guidance program.

On the question regarding adequate assistance our students are receiving in specific areas, these percentages were established:

	Yes	No	Don't Know
1. Guidance classes	24	13	34
2. Financial Aid	27	7	55
3. Psychological services	19	14	39
4. Scheduling classes	32	20	22
5. Academic planning	19	27	26
6. Articulation with other schools	17	17	37
7. Community resources	20	11	40
8. Referral to on-campus services	11	12	50
9. Referral to faculty	20	9	43
10. Placement (job)	25	12	42
11. Career Center	22	7	41
12. Other (specify)	14	6	49

It was interesting to note that when students contact our faculty individually for occupational/career counselling, the 64 said they met those needs and 50 referred students to on-campus services while 25 sent them to off-campus services. What was important, we think, to note was the need seen by the faculty for a definite referral back system or "feedback" system for them on the referrals they do send. 51 commented about a need while 12 said No, and only 7 seemed not concerned. The system could be established with a computerized system to which our "Supermarket" system would address itself.

The response to suggestions on improving our counselling services to provide better services for our students fell into

four major categories:

1. Availability of counselors to students. Many commented that counselors were too busy with guidance classes and other duties and that their office hours were insufficient.

2. Counselling students into "correct" classes. Comments indicated that too many students were enrolled in some of the more difficult classes without having first met the pre-requisites.

3. Specialization in a particular vocational area. The possibility of departmentalizing or divisionalizing counselors was mentioned several times.

4. Better faculty/counselor communication. It seems that many felt that counselors and faculty should have regular meetings in order to better establish the knowledge of what each needs to assist students with questions and/or problems.

The following are suggestions as to how our faculty could assist our guidance services to improve and provide better services:

1. Have counselors work out of a specific division office.

2. Make faculty aware of all services offered by counselors so faculty can refer students to proper services.

3. Invite counselors to speak at first or second class meeting.

4. Information exchange regarding students having any kind of difficulties.

5. Follow-up referrals. Faculty member should find out whether student receives the guidance or counselling help needed when he/she refers a student for counselling.

6. Part-time faculty usually have occupations which they could explain to students that might like to prepare for similar occupations.

7. Provide counselors with very clear outlines about course expectations and levels of preparation required.

Overall, the faculty suggested more communication between the counselling staff and themselves. Many noted that they were unaware that certain services existed on campus and most desire some kind of meeting, either general or departmental, on a regular basis.

CAREER INFORMATION SYSTEMS PROJECT

FACULTY SURVEY 1976

*AGE Average 39 *SEX M - 43 F - 15 RACE/ETHNIC _____ DIVISION _____

1. How long have you been teaching at Foothill College?

(a) 29 one to five years
(b) 27 six to ten years
(c) 24 eleven years and over

Day 43
Part-time 20

2. Have you referred students to any member of Foothill's counseling staff during this academic year (1975-1976)?

(a) 53 Yes (b) 23 No (c) Aver. 13 Approximate number

3. Do you have a "pattern" of referring students to Foothill's counseling staff?

(a) 32 Yes Has it changed over the past five years? (a) 8 Yes
(b) 39 No (b) 24 No
(c) If your answer is "Yes" - please explain.

4. Do you feel that students are receiving adequate assistance in the following areas: (please indicate your opinion of each area of service)

		YES	NO	DON'T KNOW
(a)	Guidance classes	24	13	34
(b)	Financial aid	27	7	55
(c)	Psychological services	19	14	39
(d)	Scheduling classes	32	20	22
(e)	Academic planning	19	27	26
(f)	Vocational planning	17	17	37
(g)	Articulation with other schools	20	11	40
(h)	Community resources	25	12	42
(i)	Referral to on-campus services	20	9	43
(j)	Referral to faculty	25	12	42
(k)	Placement (job)	23	7	41
(l)	Career Center	14	6	49
(m)	Other (specify)			

No way to process grievances; articulation with De Anza - inadequate.

5. If you have a student who contacts you and is in need of occupational/career counseling, what resources do you rely upon in assisting the student?

(a) 64 Self
(b) 50 On-campus services (please specify area(s) counselors career center
(c) 25 Off-campus contacts
(d) 5 Other (please specify)

Division Office; person successful in field.

6. If you have a student who contacts you and appears to be in need of psychological help, do you usually refer the student to .....

(a) 31 Counselor
(b) 39 Psychological services area on campus
(c) 9 Off-campus resource
(d) 10 Other (please specify--example: another faculty person)
Family Service; Mary Desper

7. Within this academic year, has a counselor ever referred a student to you for career/academic advice?
(a) 38 Yes (b) 42 No (c) Aver. 6 Approximate number

8. Do you feel that the counseling and guidance program is .....

(a) 12 Doing a good job (c) 8 Doing a poor job
(b) 37 Doing a fair job (d) 18 Don't know

9. Do you feel that minority students (race/ethnicity/sex) are receiving adequate special services from Foothill's counseling staff?

(a) 35 Yes (b) 5 No (c) 34 Don't know
Comments:

10. In what ways could the counseling services be improved in an effort to benefit students and provide better service?
48 made comments

11. In what way could faculty assist the counseling staff in improving services to student? (please provide good suggestions.....)
49 made comments

12. Would you, as a faculty member like a "feedback system" designed so you could establish a reference if your referrals' needs were met when you sent them to special areas of service on our campus?

(a) 51 Yes (b) 12 No (c) 7 Not concerned
Comments:
4 made comments

* - optional

CAREER INFORMATION SYSTEMS PROJECT

SUMMARY AND RECOMMENDATIONS

BUSINESS/INDUSTRY/LABOR COMMITTEE

The Business, Industry, Labor Committee met twice to share and give input to the Career Information Systems project. The first meeting at our County Office of Education workshop went very well, and the follow-up meeting was a quality meeting, but it was very difficult getting the same people back together with their varying and difficult schedules.

The Committee seemed very interested in Pat Hill Hubbard's twenty-college consortium project in job placement. The Bay Area Cooperative Education Clearinghouse is a service for students and employers. The beneifts for students are several:

1. To earn money through paid employment while attending college.
2. To earn academic credit through work experience education.
3. To try out a job without permanent, long-term commitment.
4. To increase possibility of continued employment by demonstrating enthusiam and willingness to learn on the job.
5. To increase awareness of education's "relevance" by applying classroom knowledge to everyday job situations.

The benefits to employers were numerous. Examples were:

1. Computer matches student candidates to job.
2. Pool of traditional and non-traditional candidates.
3. Simple, uniform work experience paper work.
4. Evaluation of student/worker without permanent commitment, long-term increased efficiency and retention, reduction in recruiting costs, highly motivated employees, an opportunity to influence educational programs, and it all works together for improved public relations.

RECOMMENDATION:

1. Educate (in-service) high school and community college instructors and counselors on the work environment and current job market trends.
   a. MMIS was brought to light and all seemed excited about the possibilities when this system will be able to be implemented.
2. Implement career and life planning workshops for students and community.
3. Centralize and classify for easy accessibility all of our occupational, vocational, professional information.
4. Foothill should possibly combine cooperative education, placement and financial aid (scholarships) within the "Guidance Model."
5. Develop job/work experience if the Handicapped will help.
6. Develop "reverse role" job classification information; example: (male telephone operators, female plumbers).
7. In-service training for Faculty, Administration, Counselors in "Career Education concepts."
8. Incorporate career education into the curriculum.
9. Look at the Oregon "Search" program.
10. More direct emphasis in "PLACEMENT":
    a. Work Experience
    b. Occupational programs
    c. Handicapped
    d. Volunteers

CAREER INFORMATION SYSTEMS PROJECT

FEEDER HIGH SCHOOL ARTICULATION COMMITTEE

SUMMARY AND RECOMMENDATIONS

OBJECTIVES:

1. Provide smooth transition for students from high school to Foothill with adequate up-dated and continual flow of information and contact.
2. Develop creative programs involving students, counselors, and faculty to use the Career Center, Study Skill Center, and other ancilliary services at Foothill.

RECOMMENDATIONS:

1. A system developed to provide more information and special information regarding all facilities and programs at Foothill.
   a. Information "system" or possibly a Relations Coordinator for Foothill schools be established (full-time position).
      (1) Establish a monthly newsletter.
      (2) Establish a contact system with "print-out" phone numbers, times available, etc.
      (3) Establish the "Career-Van" to travel from high school campus to campus with service program developed, career information, etc.
      (4) Mini-courses could be developed in coordination with Foothill.
   b. Establish a "Liaison Committee."
      (1) Meet monthly with the Foothill Coordinator for high school counselors, head counselor, parent, and possible a student.
      (2) Look at creative new approaches for use of shared Career Center activities and programs.
         (a) Include industry and business in planning programs.

c. Coordinated Bilingual programs between high schools and the college.

d. Coordinated programs for "low-achievers" and unmotivated students - use of Study Skill Center.

2. Use of Career Center at Foothill as needed by individual high school students and counselors.

a. On site visits by students.

b. Independent "contract" courses at high schools in Career Exploration using Foothill Career systems facilities.

3. Establish a valid "Follow-up Information System" on graduated high school students/community college performance, the majors they enter and what happens to them.

4. Articulation:

a. Regularly scheduled twice a year counselor exchanges on Foothill and high school campuses.

b. Planned teacher exchanges and visitations on Foothill and high school campuses (articulation in respect to duplication of material, etc.)

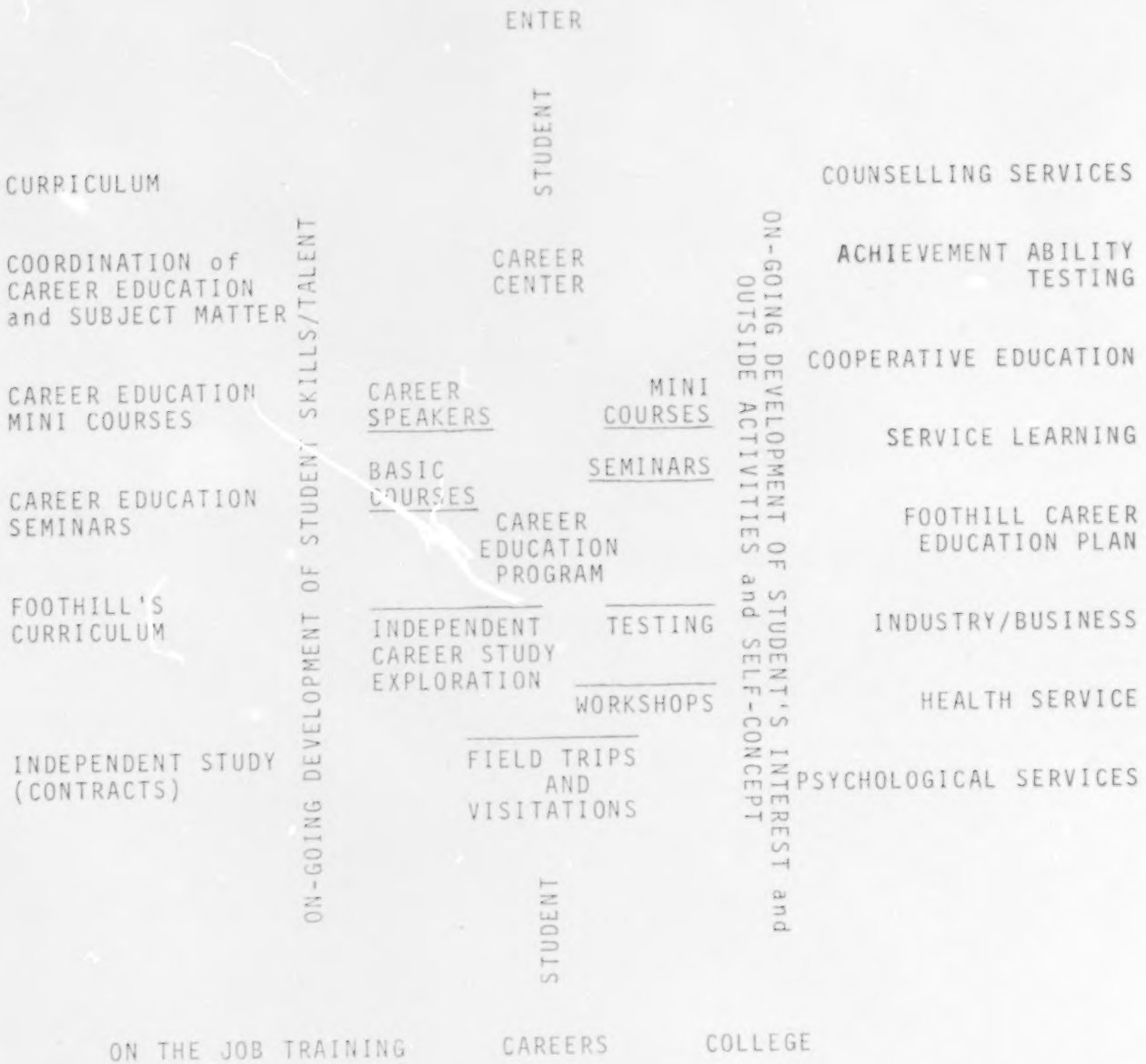
c. Organized student tours.

d. Peer counselling for Foothill students meeting with high school students (expectation of community college).

e. High school counselor input to Guidance 50 or like course for adjustment problems of new High school students.

5. Coordination (liaison) system between Foothill's various services; ie., financial aid, scholarships, admission/records, and other li[illegible]rvices located at the high schools.

HIGH SCHOOL MODEL



C. I. S. P.

FOOTHILL COLLEGE

LOCAL COLLEGES INFORMED OF PROGRESS/ARTICULATION

Counselors in the community colleges of Santa Clara County formed a "Career Education Consortium" on March 9, 1973. There are five original colleges participating: Foothill, De Anza, Gavilan, San Jose City and West Valley. Evergreen, a new college on the Eastside was added this past year.

The Career Information Systems Project has been articulated at the four consortium meetings held in 1975-76. The six colleges have been brought up to date on Foothill's continued progress as well as the County of Education through Dr. Stanley Ostrom.

Summary

The model has determined a specific set of assumptions which, taken together, can define performance criteria for community college career development and guidance programs.

Choosing a career can no longer be considered a once-in-a-lifetime event. It is a continual developmental process throughout a person's lifetime as interests, skills, conditions, and goals change. Career development programs or Student Development, as we at Foothill are intending to call our program, will, ideally, emphasize the developmental nature of the career choice process--the average person now changes careers four times--and provide persons of all ages with the skills needed to cope with changes which inevitably occur.

There is a need for greater coordination of services and for increased emphasis on the developmental aspects of career guidance. The project has studied many aspects of developmental guidance and lifestyle orientations, and propose the following recommendations:

1. Totally articulated, planned programs to achieve career development must be created and provided for <u>all students</u> and the total community.

2. Career development programs must provide for individualization of learning experience and participation in group experience.

3. Career development programs must provide assistance to individuals in order to facilitate development of their skills of decision-making. A career is broader than an occupation alone. It includes skills, attitudes, and values clarification, knowledge, and self-concept factors which determine one's total life-style. All these factors need to be considered in order to facilitate decision-making.

4. Career development programs must integrate academic, vocational, and general learning experiences.

5. Career development programs must implement a joint approach by college and community. Persons from the "world of work" must participate with school personnel in program development and implementation.

6. The program must be built upon a developmental concept.

7. The content and nature of learning experiences and activities must focus on career and life-style preparation and planning

8. The diversified student guidance services relating to career, as well as personal guidance should be coordinated and, if possible, housed in a central location. These include but are not limited to:

    a. Career information
    b. Placement and work experiences
    c. Counselling
    d. Testing

9. The role of the counselor should be reviewed to determine the efficiency of the college's present system in regards to numbers and quality. The guidance system needs to utilize the expertise of counselors more fully in areas of specialization, curriculum development, long range program planning, working with instructional staff, and teaching courses in human development, career exploration, and self-assessment.

10. In-service is an important aspect to be developed which would provide counselors and other important "guidance" staff with the skills and information needed to assist students in developmental career and life-style planning. This needs to be a regularly scheduled, in-service program.

11. Para-professionals, as an adjunct to the counselor's professional expertise, can be utilized for maximum benefit to students and should be considered in a student development program, especially in light of today's budgetary constraints.

12. In a sophisticated society, we believe in a greater use of multi-media presentations for dissemination of occupational information, and the possibility of utilizing computer assistance in guidance, and to keep abreast of the "state of the art", and to review and possibly obtain, a program like Systemic Interactive Guidance Information (S.I.G.I.)

13. A follow-up evaluation system needs to be designed, logically computerized, to provide more data with respect to total program effectiveness. The student development program must be regularly evaluated in order to determine its effectiveness in accomplishing program goals.

Recommendations

The "Supermarket" Model program can be adopted in part or in full, but it is highly recommended that the model be evaluated to determine its effectiveness in providing the student development service and/or program that will meet your community college needs.

Community college guidance staffs and administrators should view the model program for career and life-style guidance in relation to the particular circumstances and needs of their institutions. Individuals at colleges with an on-going career and life-style guidance program may wish to select objectives, services, staff roles, or organizational practices to complement their existing programs, or to evaluate their program with the "Supermarket Model. Colleges wishing to establish a more comprehensive career and life-style program where only limited services have been and will be available, may want to evaluate and establish a priority of the model components and begin with as many as possible and start a "phase-in", long term plan to design their program.

In the implementation of a "Supermarket" Student Development program, an institution must answer the following questions:

1. How effective are the recommended services, staff roles, and organizational structures in accomplishing the recommended objectives of the model program?
2. Are there certain components of the model program more effective when implemented in conjunction with other components?
3. How can the effectiveness of a career and life-style program best be developed?
4. How appropriate are the objectives in the model program for servicing the needs of a diversified community college student body and community?
5. Does our philosophy and goals direct us towards the model program's goals and ideas?

APPENDIX

STUDENT GUIDANCE NEEDS ASSESSMENT

No. of Units

Completed at Foothill_____

DIRECTIONS

1. Read each statement.
2. Judge the degree to which you agree with the statement, and indicate your judgment by checking the corresponding response in the LEFT hand columns.
3. Judge the ability of Foothill to provide this service in the RIGHT hand columns.

DEGREE YOU AGREE WITH STATEMENT				STUDENT GUIDANCE NEEDS	IS THERE A SERVICE PROVIDED AT FOOTHILL TO MEET THIS NEED			
Strong Agreement	Agree	Neutral	Disagree		At Foothill	Do You Use?	Should be here	Here but not adequ
				1. I need to better understand the administrative procedures, such as registration, drop/add classes, e.c. on this campus.				
				2. I need to improve study skills and habits.				
				3. I need to set educational goals related to my interests, abilities and personal needs.				
				4. I need to understand my abilities and aptitudes (skills).				
				5. I need to define both long and short range educational and vocational goals.				
				6. I need to explore real-life application of my goals to occupations.				
				7. I need to understand the techniques of job applications and interviews.				
				8. I need to know how to find occupational information and guidance.				
98				9. I need to understand the relevance of education to my life .				99

(over)

AGREE WITH STATEMENT				STUDENT GUIDANCE NEEDS	IS THERE A SERVICE PROVIDED AT FOOTHILL TO MEET THIS NEED			
Strong Agreement	Agree	Neutral	Disagree		At Foothill	Do You Use?	Should be here	Here but not adequate
				10. I need to be aware of the requirements for graduation or transfer to other institutions.				
				11. I need to understand how to plan my financial needs.				
				12. I need to know about the variety of financial aid services offered on campus.				
				13. I need to develop confidence in communicating before groups and with individuals.				
				14. I need to know where to seek assistance when I feel that I need help.				
				15. I need to get in touch with my values - what I think is uniquely important to my well-being.				
				16. I need to share my concerns with others.				
				17. I need to learn to use my time more effectively.				
				18. I need information about part- time employment.				
				19. I need information about the work-experience programs.				
				20. I need to learn decision-making skills.				
				21. I need to know what health facilities & referral services are available.				

22. Any need not mentioned in this survey?

feelings, on the following statements.

This is not a need that I have. I understand well enough.	I need to have more information on this subject.	I need a clearer explanation than the one I received.	
			1. To have the general education requirements more clearly explained.
			2. To know what is needed t transfer to a Calif. Sta Univ. or College or to U
			3. To know more about where my real interest are, as shown on tests.
			4. To learn more about the health and psychological services offered.
			5. To learn more about what is available for me in t Foothill library.
			6. To learn more about what is available to me in th Individual Study Center.
			7. To learn more about the Work Experience program.
			8. To know more about financial aids available at Foothill.
			9. To learn more about figuring my GPA and the rules for academic survi
			10. To know more about Caree Center information at Foothill.

I would have an interest in attending workshops on one or more of the followi subjects: (Please check those of definite interest to you.)

Quick and efficient problem solving _____
Matching myself and what I can do to the Job Market _____
Job interviewing skills, application and resume writing _____
Good study habits and use of work time _____
Setting personal and professional goals _____
Values Clarification _____
Communication skills _____
Assertiveness training _____

Please write in any other workshop interests that you may have:

_____
_____

Have you taken advantage of the opportunity to contact a Foothill counselor on academic and/or personal questions this quarter? _____

Comments: _____

FOOTHILL COLLEGE
12345 el monte road los altos hills ca 94022 (415) 948-8590

Dear Faculty Member:

Our college is participating in a state grant from the State Chancellor's office called the "Career Information Systems Project".

The project has identified some problem elements in community colleges: counseling and guidance for high school, college, evening and adult students, graduates and transfer students in program evaluation and planning, use of follow-up data on drop-outs and a need for a systematic collection and translation of information on occupational needs.

Foothill has an extensive array of guidance, resource, and counseling services available to its enrolled and potential students. We have the capacity to expand the availability of these services to aid our students, faculty, and community.

Lois McCarty-Greene on behalf of the Foothill College Academic Senate and Project Director, Dan Walker, have constructed the attached questionnaire.

Responses to the questionnaire will be received by the faculty task force committee members who have volunteered to work with Dan for faculty help and input for the project.

The results of this survey will be shared with you by the end of the school year as we want to provide the best possible service for our students and our faculty.

Thank you very much for your time and consideration with help on this survey.

Dan Walker, Project Director
Participating Faculty Task Force Members
Lois McCarty-Greene
John Williamson
Homer Davey
Norm Manoogian
Jim Paulet
Bill Thompson
Dolly Prchal
Bernadine Fong

DW/dh

CAREER INFORMATION SYSTEMS PROJECT

FACULTY SURVEY 1976

*AGE _____ *SEX _____ *RACE/ETHNIC _____ DIVISION _____

1. How long have you been teaching at Foothill College?

   (a) _____ one to five years
   (b) _____ six to ten years
   (c) _____ eleven years and over

   Day _____
   Part-time _____

2. Have you referred students to any member of Foothill's counseling staff during this academic year (1975-1976)?

   (a) _____ Yes (b) _____ No (c) _____ Approximate number

3. Do you have a "pattern" of referring students to Foothill's counseling staff?

   (a) _____ Yes Has it changed over the past five years? (a) _____ Yes
   (b) _____ No (b) _____ No
   (c) If your answer is "Yes" - please explain.

   _____
   _____
   _____

4. Do you feel that students are receiving adequate assistance in the following areas: (please indicate your opinion of each area of service)

		YES	NO	DON'T KNOW
(a)	Guidance classes	___	___	___
(b)	Financial aid	___	___	___
(c)	Psychological services	___	___	___
(d)	Scheduling classes	___	___	___
(e)	Academic planning	___	___	___
(f)	Vocational planning	___	___	___
(g)	Articulation with other schools	___	___	___
(h)	Community resources	___	___	___
(i)	Referral to on-campus services	___	___	___
(j)	Referral to faculty	___	___	___
(k)	Placement (job)	___	___	___
(l)	Career Center	___	___	___
(m)	Other (specify)	___	___	___

   _____
   _____

5. If you have a student who contacts you and is in need of occupational/career counseling, what resources do you rely upon in assisting the student?

   (a) _____ Self
   (b) _____ On-campus services (please specify area(s) _____
   (c) _____ Off-campus contacts
   (d) _____ Other (please specify)

   _____
   _____

6. If you have a student who contacts you and appears to be in need of psychological help, do you usually refer the student to .....

(a) _____ Counselor
(b) _____ Psychological services area on campus
(c) _____ Off-campus resource
(d) _____ Other (please specify--example: another faculty person)
_____

7. Within this academic year, has a counselor ever referred a student to you for career/academic advice?
(a) _____ Yes (b) _____ No (c) _____ Approximate number

8. Do you feel that the counseling and guidance program is .....

(a) _____ Doing a good job (c) _____ Doing a poor job
(b) _____ Doing a fair job (d) _____ Don't know

9. Do you feel that minority students (race/ethnicity/sex) are receiving adequate special services from Foothill's counseling staff?

(a) _____ Yes (b) _____ No (c) _____ Don't know
Comments: _____
_____
_____
_____

10. In what ways could the counseling services be improved in an effort to benefit students and provide better service?

_____
_____
_____
_____

11. In what way could faculty assist the counseling staff in improving services to student? (please provide good suggestions.....)

_____
_____
_____
_____
_____

12. Would you, as a faculty member like a "<u>feedback system</u>" designed so you could establish a reference if your referrals' needs were met when you sent them to special areas of service on our campus?

(a) _____ Yes (b) _____ No (c) _____ Not concerned
Comments:
_____
_____
_____
_____
_____

* - optional

TECHNICAL PROPOSAL

Based on our understanding of your present and future requirements, we have outlined the basic services required of your space programming, planning and design in the following 18-step scope-of-work:

Phase I. Familiarization and Initial Consultation

We will first become familiar with all departments, their existing space and special requirements, immediate and long range goals and responsibilities, future goals growth projections and their operational and functional requirements. We will meet with departmental representatives to obtain a full perspective of their specific requirements.

We will work with Foothill College Administration to identify a project coordinator who will be our key interface throughout the course of the project. We believe that only through the direct personal involvement of key personnel can this project be implemented in an optimal fashion.

We will study the organizational structure of all departments through individual interviews and will be concerned with the alignment and operational requirements of all personnel.

We will request a meeting with appropriate management and department members to acquaint them with our methodology and the proposed scope of work. In this meeting we will review any existing policies and procedures which have an impact on this study to assure we have a proper perspective of management's philosophy.

2. Interviews and Data Gathering

We will conduct interviews with appropiate personnel to review personnel projections and requirements for filing and special work areas, assign appropiate functional work station standards to each job function, investigate special areas, systems and security requirements which may be unique to the organization and to specifically establish inter- and intra-departmental or work unit adjacency requirements, communication networks and systems, material, and personnel flows.

2a. Work Flow and Adjacency Analysis

We will analyze circulation flow between and within all departments, identify adjacency requirements for all work units and explore the communications and systems flow networks. Within this work element, we will be concerned with both inter- and intra-departmental work flow. To accomplish this phase of the study, we will develop an adjacency matrix that will specifically assign values to the inter-relationships between each of the numerous work units.

We will be concerned with not only the frequency of personnel movement within the space, but also the importance of the activity and relative labor cost of the involved personnel. All frequencies of contact will be projected to reflect future work situations and reduced to index format. We will identify the actual magnitude of physical interface which occurs during a given work period between various work units.

After documenting communication, information, material and personnel flow and adjacency requirements that reflect existing systems and procedures, we will explore any available opportunity to improve upon these flows, processes, and adjacencies. To the degree that meaningful improvements and adjustments to existing processes and work flows can produce a more functional and efficient working environment, these suggested improvements will be detailed, reviewed with management, and after their subsequent approval incorporated into the planning process.

We will carefully analyze the functional relationship between all departments. This will consist of learning the flow of high volume traffic in personnel, documents, visitors, and other important movement patterns. These overall flow patterns will be analyzed in conjunction with departmental growth requirements and will result in the establishment of the most efficient floor locations and the determination of the most appropriate departmental adjacencies.

3. Space and Equipment Inventory

We will review the amount and type of space presently occupied by each department and will take particular note of the type, condition, and functionality of existing work stations. This information is an important first step in any space requirements planning study.

We must develop a detailed inventory of existing equipment and furniture. This is necessary to determine what items can be reused, such as filing and storage cabinets, steel shelving units, desks, and chairs, and existing furniture systems. After the analysis we will initiate a program of reuse, replacement, refurbishment and procurement of additional furniture and equipment, as approved and authorized by Foothill College Management.

We will explore possible opportunities to reuse all or a significant portion of your existing furniture to the degree it is in good repair and functionally acceptable.

There are numerous "open-planning" concepts and "open-plan" furniture components which can be quite compatible with the use of some of your existing furniture. Wherever possible, we will be highly cognizant of the potential economic advantages associated with the reuse of existing furniture components.

4. Personnel Forecasts

We will assist Foothill College in detailing existing and future personnel requirements. Through discussions with department heads, review of historical growth and an analysis of projected expansion, we will assist in the preparation of future personnel requirements, by department and job classification. This is a most important step in developing a comprehensive and realistic space program.

At the time of our review we may also work closely with department heads and key management personnel to estimate general long-range space requirements. Only in this fashion can the general departmental expansion requirements be translated into a comprehensive expansion program which, in turn, will have a significant impact on the initial spatial location of each department.

5. Develop Space Programming Data Base

As a result of thoroughly analyzing specific work station and special area requirements, we will assemble a comprehensive space programming data base which will indicate specific personnel, equipment, special areas, etc., to be included in each and every department that will occupy the facility. These forms will clearly indicate the square footage that must be allocated to each department. This document will then be reviewed by management prior to proceeding with subsequent phases of study and detailed planning.

6. Area Assignment Blockouts

Based on the Work Flow and Adjacency Analysis completed in Step #2 and the specific departmental area requirements presented in the Space Programming Data Base, we will prepare a series of area assignment of blockouts that will identify the special location of each and every department or organizational unit that will occupy the facility. Area assignment blockouts will identify adjacency requirements and personnel and material flows between various organizational units, special areas, work stations, and the areas assigned to each organizational unit. We will consider future expansion beyond initial layout requirements and will develop area assignment blockouts for those expansion stations. These blockouts will become the basis of the development of detailed space plans in Step #5.

7. Space Planning Philosophy

The feasibility of developing one of many open space "office landscape" planning concepts in your space will be examined from the standpoint of:

Acoustical requirements
Functional requirements
Compatibility with reuse of existing furniture
Flexibility and efficiency
Space utilization efficiency
Requirements for new furniture or acoustical screens
Improvements in general working conditions
Life-cycle cost analysis
Improvement in internal communications

7. continued

We will evaluate the application of the many "Office Landscape" planning concepts and we will review alternatives (and combinations of alternatives) that include:

The use of a full open-plan furniture system that may or may not include the use of selected existing furniture components in new areas for additional personnel, and;

The use of existing furniture components supplemented with additional, similar items and free-standing acoustical screens.

Phase II:

1. Work Station Standards

Each employee job function must be analyzed from a standpoint of functional requirements. Specific attention must be given to determining the type, amount, and size of each required element of the work station or office. Emphasis must be placed on identifying specific functional requirements as opposed to requests. Much more attention must be placed in identifying the components of a work place as opposed to assigning a specific quantity of space to the work station. Developing functional work station standards will provide the necessary degree of standardization and space economy to support future growth.

Functional requirements for typical work stations must be analyzed using a system approach and developed in terms of:

Lineal inches of filing space
Lineal feet of bookshelves
Area in square feet of primary, reference, and conference work surfaces
Number of guest chairs required and capacity to provide for small meeting areas
Requirement in square feet for tack surfaces, magnetic boards, blackboards, maps and displays
Storage, box drawer, EDP print-out storage, and lockable cabinet requirements
Need for special lighting
Need for special equipment such as work processing machines, dictating units, calculators and
Need for task lighting, acoustical control, privacy and security.

1. continued

Work station standards will be developed for each unique classification or function required for the new "Student Development Center". It is important to note that our selection and assignment of work station standards always specifically relates to the functional requirements of the work station occupant for filing, storage, seating and work surfaces, but may, by exception, also address the hierarchy or status of the occupant should that position require more space than functionally required.

2. Open-Office Space Planning

Upon approval of the space program, we shall prepare drawings showing partitions, doors and furniture as required to convey the function of each room or area. In those spaces designated for "open-office" landscape planning, we shall utilize the following proven methodology:

The space program data base will be reviewed and area requirements for all work stations and special functions within an autonomous work group will be converted to circular areas within the overall context of the area assignment blockouts. These work station square footages will be totaled and a circulation allowance added.

We will next group adjacencies as indicated in the data base and locate the main circulation aisles between various departments. We will obtain approvals of the departmental allocations and adjacencies.

We will review the program data base on a department-by-department basis and convert the square footages for each work station and function to circular color coded plastic discs.

Next, in a meeting with the designated approving authority, we will locate the circular discs in the area on the plan allocated for the department in the area assignment blockouts. In this "gaming sessions" we will adjust the locations of each work station and special area to conform with working relationships and communication adjacencies found within the department.

During the detailed space planning phase of activity we will review and adjust the exact positioning and directional orientation of each work station. This will assure total compatibility with functional and communication adjacency requirements and the provision of the proper degree of speech and visual privacy at each work station.

We next layout each work station and special function on the floor plan in accordance with the diagrams developed with departmental personnel during the "gaming session" and obtain necessary approvals.

Furniture components, acoustical screens and plants and planters are then located on the plan in accordance with the oral and visual privacy requirements identified in the program data base. This permits visual communicatio between supervisors and assistants, defines the entrance to screened offices in relationship to support functions and aisles, and establishes "fortified" supervisory wor stations.

 These layouts are again reviewed with approving officia ..." with appropriate adjustments until fin

3. Phased Rearrangement Program

Because the area assignment blockouts may indicate the rearrangement of departments within space that they may not currently occupy, and because all existing space is currently utilized, it will be necessary to develop a phased rearrangement program. This phased rearrangement program must be developed in a manner that will minimize the distruption of general business activity that must continue during the rearrangement program. The program must closely adhere to specific "logistical" requirements of rearranging space and personnel in existing occupied facilities in a "checkerboard" manner that will also minimize or potentially eliminate required "double" moves. The phased rearrangement program will, in sequential order, identify areas to be cleared, spaces to be constructed, groups and personnel to be relocated, and the space that is, thus, made available for the next sequential step in the phased rearrangement process.

4. Design Presentation

Based upon information secured through the program development phase and through additional meetings, we will work with Foothill College to determine the general character and image which you wish your space to reflect and the general budget limitations.

Upon approval of the design criteria, a design presentation will be prepared. The presentation will include the following:

Renderings and/or sketches as required to convey the overall design impact;

Design concepts for fixed walls, graphics, signage, special graphic elements and accessories as required;

Photographs, sketches or actual samples or each recommended new item of furniture, equipment, or interior finish;

Samples of all acoustical or permanent wall treatments, floor, upholstery, and cabinet materials, on presentation boards; and

A complete set of cabinet details and special drawings as required for the limited special areas.

5. Construction Drawings

Based upon approved space layouts and detailed designs, we will prepare a complete set of drawings, locating and specifying all interior improvements, including, but not limited to:

Detailed partitioning drawings, showing all door swings, partitions, cabinetry, etc.;

Telephone and electrical service outlets or power pole location drawings, compatible with the location of all open work stations, equipment and special requirements;

Reflected ceiling plans indicating the location of all light fixtures, special lighting, and other ceiling design treatments;

Color and material requirements will be clearly identified on a Finish Plan and an attached Finish Schedule;

Special air conditioning or electrical considerations will be identified.

6. Quantitative Identification Lists

We will next develop complete and accurate quantitative material take-off lists for all required items and furniture inventories and as-built conditions. These quantitative lists will be of sufficient detail to be used in estimating final implementation costs that may be incurred. We will provide detailed material take-off lists for all required demolition or construction activity relative to partitions, building standards and special lighting, telephone, electrical outlets, doors and hardware, interior glazing, floor and wall coverings, interior window treatments, and additional general purpose area furniture.

7. Furniture Evaluation and Procurement

During the years our staff members devoted many man-months to the investigation, review, analysis, and selection of open-planning systems, furniture components and free-standing acoustical screens. We regularly develop detailed functional and performance specifications for all types of office furniture and acoustical screens that are quite suitable for competitive bidding or direct procurement purposes.

8. Budget

Upon approval of the detailed space planning layout and with a mutual understanding of the design character and quality level which you desire in the completed facility, we will prepare a complete and detailed preliminary budget. The budget is built-up in an abstract fashion by allocating costs to all interior construction items and services, furniture, wall and floor materials, art work, plants, and accessories.

The purpose of the budget is to assure awareness of the total expenditure involved in making the move, as well as the method in which the total expenditure is proportioned throughtout the space. Since the budget establishes the ground rules for all selections in the future, we consider it one of the most important steps in the design process.

9. Schedule

As soon as critical dates, such as move-in, and commencement of interior construction have been established, we will prepare a Critical Path Schedule, specifying the commitments for all concerned parties and detailing the phasing and sequential order of all steps in the design, construction, and rearrangement process.

10. Report

At the conclusion of our study, we will assemble all recommendations, summarize specific data, space standards, are assignment blockouts, and additional information in a comprehensive Space Programming Report. This report will first be reviewed with management in draft format and then finalized as required by Foothill College. The Space Programming Report will document our methodology, goals, and objectives, the results of the study, and provide technical data that can be used in future rearrangement and alteration projects by Foothill College.

FEE SCHEDULE

Based on the scope of work itemized in the above outlined proposal, our review of your request for proposal, and careful analysis of the type and quantity of space shown on the space plans for the remodeled facility that you have provided, we have estimated the number of professional man days and hours required to complete this study.

We will undertake the prompt completion of all of the above outlined work for a fee, including overhead and profit computed at a rate of 2.75 times the direct payroll cost including employee benefit and payroll taxes of our technical staff to the extent that they are actually engaged upon the work exclusive of any premium paid by us for overtime work.

It has become a frequent occurance for our clients to develop what we call a "time bank". This simply means that they set aside a sum of money for services rendered. The client can use this fund on an as needed basis providing a far better cost control on proposed projects.

Technical personnel shall include principals, when involved in a technical capacity and all other personnel assigned to the project, including specification and report typists, but exclusive of general office employees such as secretaries, accountants, etc.

A. Principal - Nille Ostgren - $35.00 hourly, or $250.00 per man day

B. All other technical personnel in accordance with above scale

It is estimated that we can complete all of the above outlined work for a "time bank" maximum on Phase I of $5,000.00; and a separate "time bank" maximum on Phase II of $2,500.00.

1. $.15 per mile for use of own car or net cost for rent-a-car, as required for the project plus parking and taxi expense.

2. Blue-line and other reproduction charges.

3. Long distance telephone calls.

4. Net fees and costs of consultants necessary to the work provided that their retainers or charges have been approved by you in advance.

Invoices for the above work will be rendered and payable bi-monthly.

CHANGES IN WORK:

If we shall be required to furnish any extra design or drafting services in addition to those necessary to the completion of the above outlined work by reason of substantial changes ordered by you to previously approved work or for any other reason beyond our control, including, but not limited to, changes in the scope of work, splitting the work into separated time phases, substantial extension of the schedule for project completion, etc., we shall advise you of the necessity for such additional services, receive your written approval and shall receive compensation for same upon the basis of the fee formula established above, with an adjusted "Time Bank".

We are looking forward to completing this assignment with you and your colleagues, and we hope that the final end product will be a credit to a good professional cooperation between Foothill College and Ostgren Associates, Inc.

If you need any clarification or explanation on any point, please do not hesitate to contact me.

Sincerely,

Nille Ostgren
President

Östgren Associates Inc.

Interior Planning and Design

145 Montgomery Street, San Francisco, California 94104 Telephone: 415 956-2115
9100 Wilshire Blvd, Suite 230, Beverly Hills, California 90212 Telephone: 213 274-4431

Transmittal

To: Mr. Irel Lowe
Mr. Dan Walker
Foothill College
12345 El Monte Road
Los Altos Hills, California

Att:
Re:
Date: July 9, 1976
Job: 76-209
Via:

Description:

Enclosed are two (2) copies of the Foothill College Student Development Center Preliminary Report for your review.

By:

FOOTHILL COLLEGE

STUDENT DEVELOPMENT CENTER

PRELIMINARY REPORT

July 9, 1976

1.0 Introduction

The survey and analysis contained in this report was prepared at the request of Foothill College in order to develop a comprehensive program for the planning of an efficient Student Development Center.

This preliminary draft is for your review and comments before the issuance of our final draft.

Our approach has been one of physical interview and inventory to establish a data base, followed by a detailed analysis of this information.

The report is divided into the following six sections:

1.0 Introduction
2.0 Existing Conditions
3.0 Facility Analysis
4.0 Recommendations
5.0 Facility Options
6.0 Background

2.0 Existing Conditions

As a basis for the analysis and recommendations, the existing conditions of the Foothill College Administration Building have been examined. The following elements have been selected to specifically display:

2.1 Space Allocations
2.2 Department Locations
2.3 Access and Circulation
2.4 Personnel Per Department
2.5 Inter-departmental Relationships
2.6 Inventory (in "background")
2.7 Interviews (in "background")

2.1

Existing Space Allocations (sf) - Departments currently housed in the east wing of the Administration Building.

DEPARTMENT	EXISTING SQUARE FOOTAGE (sf)
Counselors	1210
Placement	77
Counsel Tech	96
Evaluations	80
Work Experience	129.5
Veteran Representatives	52.5

DEPARTMENT cont'd	EXISTING SQUARE FOOTAGE (sf) cont'd
Veterans Affairs	249.5
Financial Aids	322.5
Admissions/Records	1700
Health	285
Testing	331
Psychological Services	132.25
Dean of Students	172.5
Associate Dean	172.5
Administrative Support	168
Short Courses	80
Enrichment	80
	5338.25 sf - Departments
Center Common Area	1555.5
	6893.75
Circulation/ Contingency (20.68%)	1426.25
	8320 TOTAL BUILDING

Other Departments outside the Administration Building:

DEPARTMENT	EXISTING SQUARE FOOTAGE (sf)
Handicapped	80
Career Center	150

2.2 Department Locations

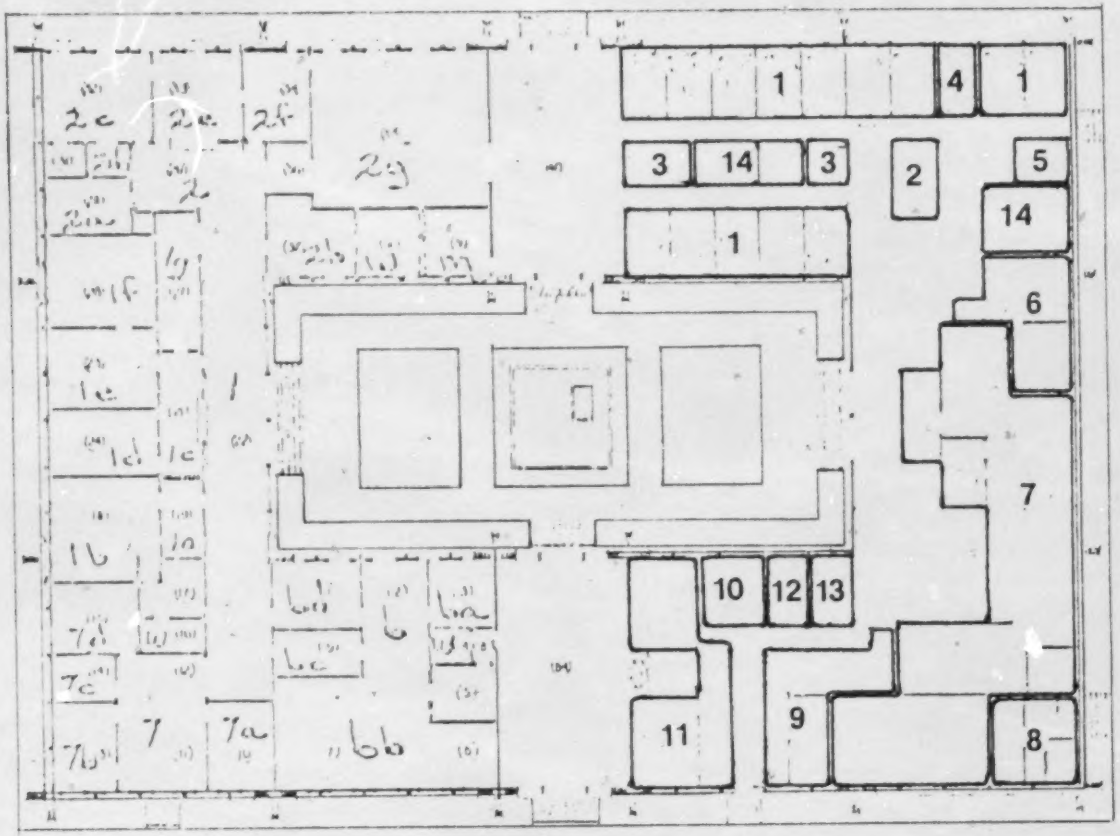
Existing department locations are displayed in diagram 2.2.

2.3 Access and Circulation

Due to the central entrance and the physical location of departments the bulk of traffic flow comes from the common entry point to the Counsel Tech, Placement and Counselors secondary corridors. The existing corridor arrangement creates a multiple usage traffic pattern by both clients and staff - see diagram No. 2.3.

2.4 Personnel per Department

DEPARTMENT	NUMBER OF PERSONS
Counselors	14
Placement	2
Counsel Tech	1
Evaluations	1
Work Experience	3
Veteran Representatives	2
Veterans Affairs	3
Financial Aids	5
Admissions/Records	15
Health	1



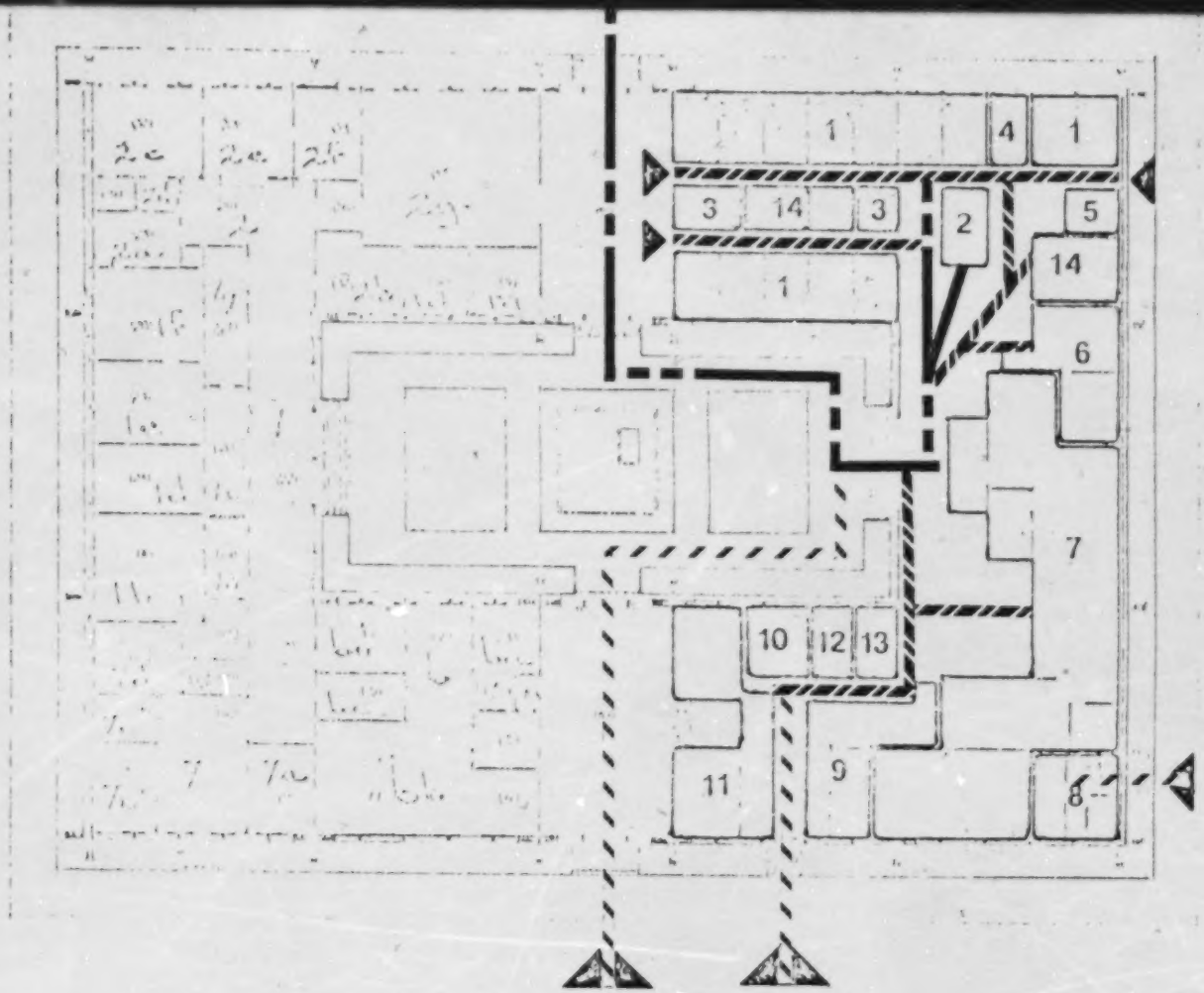
1 COUNSELORS
2 COUNSEL TECH.
3 WORK EXPERIENCE
4 PLACEMENT
5 EVALUATIONS
6 FINANCIAL AIDS
7 ADMISSIONS/RECORDS
8 HEALTH
9 TESTING
10 PSYCH. SERVICES
11 ADMINISTRATION
12 SHORT COURSES
13 ENRICHMENT
14 VET. AFFAIRS & REP.

2.2 Department Locations

GROUP A

Administration

FOOTHILL COLLEGE



1 COUNSELORS
2 COUNSEL TECH.
3 WORK EXPERIENCE
4 PLACEMENT
5 EVALUATIONS
6 FINANCIAL AIDS
7 ADMISSIONS/RECORDS
8 HEALTH
9 TESTING
10 PSYCH. SERVICES
11 ADMINISTRATION
12 SHORT COURSES
13 ENRICHMENT
14 VET. AFFAIRS & REP.

MAJOR CIRC.

SECONDARY CIRC.

MINOR CIRC.

2.3 Access and Circulation

DEPARTMENT cont'd	NUMBER OF PERSONS cont'd
Testing	2
Psychological Services	1
Dean of Students	1
Associate Dean	1
Administrative Support	2
Short Courses	1
Enrichment	1
Handicapp	3
Career Center	1
	60 TOTAL

The current department staffing is at a steady state with no anticipated major changes in number or type of staff in the near future.

2.5 Inter-departmental Relationships

The inter-relationships for each of the departments under consideration are displayed on the following chart. The code used is: '1' for those which must relate on a primary or frequent basis; '2' for secondary relationships and '0' for those which seldom inter-act.

	Counselors	Placement	Counsel Tech	Evaluations	Work Experience	Vet Representative	Veteran Affairs	Financial Aids	Admissions/Records	Health	Testing	Psychological Serv	Dean of Students	Associate Dean	Administrative Sup	Short Courses	Enrichment	
ounselors	x	2	1	1	2	0	0	2	1	0	2	2	0	0	0	0	0	
lacement	2	x	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
ounsel Tech	1	0	x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
valuations	1	0	0	x	2	0	0	0	1	0	0	0	0	0	0	0	0	
ork Experience	0	1	0	0	x	0	0	0	2	0	0	0	0	0	0	0	0	
eteran Rep.	0	0	0	0	0	x	2	0	2	0	0	0	0	0	0	0	0	
eteran Affairs	0	2	0	0	0	2	x	2	1	0	0	0	0	0	0	0	0	
inancial Aids	0	0	0	0	0	0	0	x	1	0	0	0	0	0	0	0	0	
dmissions/Records	2	0	0	2	0	0	0	0	x	0	0	0	0	2	2	0	0	
ealth	0	0	0	0	0	0	0	0	0	x	0	2	0	0	0	0	0	
esting	0	0	0	0	0	0	0	0	0	0	x	1	0	0	0	0	0	
sychological Ser.	2	0	0	0	0	0	0	0	0	2	1	x	0	0	0	0	0	
ean of Students	0	0	0	0	0	0	0	0	0	0	0	0	x	1	1	0	0	
ssociate Dean	2	0	0	0	0	0	0	0	1	0	0	0	1	x	1	0	0	
dmin. Support	0	0	0	0	0	0	0	0	0	0	0	0	1	1	x	0	0	
hort Courses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	
nrichment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	
ndicapped	0	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	x
areer Center	1	2	2	0	0	0	0	0	0	0	2	0	0	0	0	0	0	

1 Primary

2 Secondary

0 Seldom

Based on the survey and analysis, the primary inter-departmental relationships are:

Group 1: Testing
Health
Psychological Services

Group 2: Placement
Work Experience

Group 3: Counselors
Counsel Tech
Evaluations
Admissions/Records
Career Center

Group 4: Dean
Associate Dean
Administrative Support

2.6

An inventory of all existing furniture and equipment was made for each department and is displayed in the "background" section 6.1

2.7

Interviews were conducted with most personnel and a sample form of the interview sessions is in the "background" section 6.2.

3.0 Facility Analysis

Based on information gathered from our survey/analysis interviews, and review of the facility itself, the following are considered to be critical issues which must be examined and dealt with to achieve a more functional center:

3.1 Access

3.2 Circulation

3.3 Signage

3.4 Department Locations

3.5 Inter-Departmental Relationships

3.6 Staffing

3.7 Environmental Factors

3.1 Access

The one central entrance to virtually all functions housed in this wing produces confusion and congestion at this critical point of entry. At the same time, other potential entry points are not being fully utilized and thus further compounding the congestion at the central entry point.

3.2 Circulation

The main problem with circulation stems from the previously mentioned central access point. The main area of congestion develops around the Counsel Tech, Placement and Veteran's Affairs common area.

Secondary circulation problems occur along the two corridors to the counselor's offices. These corridors are in fact an unnecessary duplication of circulation.

3.3 Signage

The lack of directional signage is a critical issue. The building itself is not defined in relation to the campus. The breezeway entrances to the central court are not visually identified as the points of entry. Upon entry to the court,confusion arises as to which functions are located in each wing of the facility. Within each wing there is a total lack of directional signage and the departments are not properly defined. The receptionist function is not readily apparent upon entry.

3.4 Department Locations

One of the primary problems of the facility is the physical layout of the departments. The unstructured mix of functions adds to the general confusion and congestion throughout the facility.

3.4 continued

Specifically, there is no adequate holding area for clients waiting to see Counselors, Job Placement, Veteran Affairs and Financial Aids. The physical location of the Counsel Tech space creates additional circulation problems and does not function as a control or screening point. The common area outside the Admission/ Records Department is not fully utilized and not really justifiable due to its periodic use. The close proximity of the administrative function of the Dean of Students and Associate Dean and the personal student area of the Testing and Psychological Services is not appropriate. The present storage areas, especially in the Admissions/Record Department, are not utilized to their optimum capacity due to improper layout of equipment. The departments which critically require additional space are Placement, Work Experience, Veteran Affairs and Veteran Representatives. The other departments, with proper location and layout,could meet their functional requirements within the confines of their existing areas.

3.5 Inter-Departmental Relationships

Currently there are existing departments that need not be within the facility to perform their functions as they do not require close inter action with the other departments. Specifically,

3.5 continued

these are Short Courses and Enrichment. Veteran's Affairs and Veteran's Representatives are primarily self-contained agencies offering special services to a limited number of students.

3.6 Staffing

The staff of most departments is at a stable state and any growth will occur in work load rather than an increase in personnel. Possible growth, if space and monies allowed, would most likely occur in the following departments:

+ Handicapped: Para-Professional Assistant
+ Counsel Tech: Support help as back up
+ Admissions/Records: If enrollment increases, unless other techniques such as micro-filming and computerization are implemented.

A possible decrease in staff and consolidation of services in Veteran Affairs and Veteran Representatives may occur due to cuts in Federal funding.

3.7 Environmental Factors

There are several other factors which have a strong impact on the facility.

To begin with, the actual furniture layout, especially in Admission Records, Testing, Financial Aids and Veteran's Affairs is not functionally appropriate. Throughout the facility, the large scale furniture is visually obstructive and massive. The extensive use of dark wood throughout the facility offers no visual relief, gives the impression of a smaller space and a somber environment. There is a lack of uniformity in floor coverings and the extensive use of tile offers no sound control. The existing lighting in many areas is not really adequate or responsive to the needs of the user. There is a problem with proper ventillation throughout the facility especially in the middle row of offices in the "Counselor Wing". Finally, there appears to be a problem of adequate telephone servic for all departments.

4.0 Recommendations

The following are recommendations dealing with the issues discussed in Section 3.0 - Facility Analysis:

- 4.1 Access
- 4.2 Circulation
- 4.3 Signage
- 4.4 Department Locations
- 4.5 Inter-Departmental Relationships
- 4.6 Staffing
- 4.7 Environmental Factors

4.1 Access

If a central access is maintained, then good directional signage is of primary importance to the proper implementation of this approach (see Section 4.3).

Another approach is the use of existing entrances around the building which would permit entry to various departments from separate points. Once again these entrance points would require appropriate identification for proper utilization.

4.2 Circulation

The circulation system should be an integral part of the department locations. This is necessary to provide for the proper utilization of the allowable percentage of space delegated to circulation. A proper circulation system is very dependent on a good graphic signage program (Section 4.3).

4.3 Signage

A strong recommendation is the development of an entire graphic signage program for the entire facility. This program should direct clients from the perimeter entry point throughout the entire center. Within this program each department's location and staff

4.3 continued

members should be clearly defined. As part of this program, the use of kiosks at key points should be considered. These kiosks would display basic location information and services offered and facilitate the circulation throughout the center.

4.4 Department Locations

The department locations within this center must maintain the proper inter-departmental relationships established in Section 4.5, while at the same time making optimum use of all available space. Specifically, the Admissions/Records Department must be structured in such a way that they fully utilize their limited available space. At the same time, they should consider the possibility of perimeter access points to handle the increased load during registration periods.

Within the facility, common areas should act as holding areas for several related departments, thus meeting the fluctuating demands of each. In addition, it is very important that Administrative and "Personal" student areas be separate and clearly defined.

Both the Short Courses Department and the Enrichment Department should be considered for relocation outside the facility as they do

4.4 continued

not require close inter-action with the other departments. Upcoming cuts in funding from the Federal Government, eventual phasing out of veterans on campus and the independent structure of both Veteran's Affairs and Veteran's Representatives dictates the strong consideration of relocation of these departments outside the facility. This would also serve to meet their demands for additional space.

The removal of these departments would free up enough space to meet the spatial requirements of both the Placement and Work Experience Departments. At the same time the Handicapped Department and Career Center should be considered for relocation within the facility. The possibility of creating a class room area in conjunction with the Career Center should be considered. This would function both as an area for group counseling and as a multi-purpose area for other departments.

4.5 Inter-Departmental Relationships

Based on our survey and analysis, the most important adjacencies which should be developed are:

+ Testing, Health, Psychological Services
+ Placement, Work Experience, Career Center
+ Counselors; Counselor Tech, Career Center, Evaluations, Record Storage

4.5 continued

Any final solution should be in keeping with these desired adjacencies.

4.6 Staffing

The apparent stable state dictates that no special provisions need be made for the anticipated minimal changes in staffing. However, any solution should be capable of responding to such changes should they occur.

Part of a central entry solution should include a specific individual to act as a screening agent, answer general information and questions and direct clients to proper areas.

4.7 Environmental Factors

The following is a breakdown of areas which need privacy and those which could function in a more open environment:

PRIVATE	OPEN
Counselors	Admissions
Health	Financial Aids
Testing	Placement
Psychological Services	Counsel Tech
Record Storage	Evaluations

4.7 continued

PRIVATE	OPEN
-	Work Experience
-	Veterans Representatives
-	Veterans Affairs
-	Handicapped
-	Administration
-	Career Center

Individual privacy is a critical factor for the counseling department and should be maintained. Other areas should have departmental privacy but not necessarily individual staff privacy. All areas, however, should have access to secure storage.

Other environmental factors which should be considered would include the researching of alternative work surfaces and equipment which would provide a lighter scaled and more workable furniture layout. Carpet in certain areas would provide better sound control, area definition and improved maintenance. The use of stains, paint or wall coverings would alleviate the visual problems created by the present use of dark wood throughout the facility. The lighting levels and sources should relate more closely to the spaces and functions performed within them. For example, a soft task light source is appropriate for a private office setting such as a counselor's where a higher level of illumination should be provided for tasks such as typing and

4.7 continued

other clerical functions as in the Admissions/Records Department. If perimeter access for registration is to be provided, a canvas tarp would serve both to identify the process taking place and protect clients from the elements.

Pacific Telephone and Telegraph Company should be brought in to analyze the changes to meet the current needs of the facility.

5.0 Facility Options

The following four preliminary layouts offer different solutions to the current problems within the facility. These solutions are based on all the recommendations presented in Section 4.0. Key to all four solutions is the removal of the Short Courses Department, Enrichment Department, Veterans Affairs and Veteran Representatives. The removal of these departments permits a workable layout and consequently does not necessitate utilization of the breezeways and court. For the most optimum solution, however, a total evaluation and inventory of the remaining half of the building should be conducted.

The four preliminary solutions should be carefully reviewed and discussed to allow for your input before final solutions are developed and cost factors compiled.

OPTION 1

Characteristics:

+ Minimal changes in existing partition walls.
+ Minimal new construction in Testing and Admissions/Records area.
+ Career Center incorporated within existing counselor area.
+ Counsel Tech relocated; can function as screening agent and backup for Career Center.
+ Financial Aids relocated.
+ Psychological Services given appropriate adjacencies and required privacy.
+ Placement relocated and area increased.
+ Admissions/Records utilizes current common area and permits better layout.
+ Maintain central entrance for most functions.
+ Possible exterior access for Admissions/Records.

OPTION 2

Characteristics:

+ Some new construction, primarily demolition of existing partition walls.
+ Counselor area opened up to permit addition of extensive Career Center area and classroom.
+ Small separate holding area is provided for Placement and Work Experience.
+ Admissions/Records utilizes current common area and permits better layout.
+ Psychological Services given appropriate adjacencies and required privacy.
+ Financial Aids relocated.
+ Maintain central entrance for most functions.
+ Possible exterior access for Admissions/Records.

OPTION 3

Characteristics:

+ New construction for Counselor offices, and extensive demolition of existing partition walls.
+ Counselors clustered about the Career Center and classroom.
+ Counsel Tech acts as screening agent and backup for Career Center.
+ Entrance to Counselor area, Work Experience, Career Center and Placement is separate and a holding area is provided.
+ Admissions/Records utilizes current common area and permits better layout.
+ Psychological Services given appropriate adjacencies and required privacy.
+ Financial Aids relocated.
+ Central entrance is maintained for Admissions/Records, Financial Aids, Administration and Testing.
+ Possible exterior access for Admissions/Records.

OPTION 4

Characteristics:

+ Major new construction and extensive demolition of existing partition walls.
+ Relocation of Admissions/Records permits good layout and access from covered breezeway and interior.
+ Counselor offices relocated, control point provided and holding area adjacent.
+ Career Center and classroom incorporated within the facility.
+ Handicapped Department relocated and additional area provided as well as optimum adjacencies with Health, Testing and Psychological Services.
+ Financial Aids relocated.
+ Psychological Services given appropriate adjacencies and required privacy.
+ Maintain central entrance for most functions, with the exception of Admissions/Records.

6.0 Background

The final report will include the detailed inventory data base compiled for each department (6.1). In this preliminary report a sample inventory form is included. Section 6.2 will include a discussion of the interviews conducted with staff members and a sample questionaire which was used is included in this report.

Unit Client Location	Inventory	
	Date:	___ of ___

Code	Item	Width	Depth	Height	Description	New Location

Unit:
Client:
Location:

Work Station Requirements

Date: ____ of ____

Name / Title	Work Surfaces						Side Chairs		Box Drawers		Lin. Inch. Shelving		Lineal Inches Filing Space				Special Equip.				Notes	Electrical	Telephone
	Prim.		Ref.		Conf.								Std.		Legal		Typewriter	Calculator	Chalkbd.	Tackbd.			
Current / Required	C	R	C	R	C	R	C	R	C	R	C	R	C	R	C	R						O	▲

FOOTHILL COLLEGE/STUDENT DEVELOPMENT CENTER

+ Background:

  - Name:
  - Department:
  - Position/Title:
  - Full Time/Part Time:
  - How Long @ Foothill:
  - Date:

+ Describe your Position/Functions:

+ Who do you work with:

  - Names/Number
  - Their Responsibilities:

+ Within your department group who do you relate to in your daily activities:

+ What is the nature of these contacts:

+ What other departments do you work with most closely:

  - Functionally
  - Frequency of Interaction

+ What departments do you consider of Prime importance to be in close spatial proximity:

+ Who are your client's:

+ What do they come for:

+ How many come:

  - Per day average
  - Per week average

+ Frequency and peak periods of client contact:

  - Intervals
  - Daily peak periods vs. academic year

+ Are client encounters:

  - Scheduled What %
  - Walk in What %

+ How accessible do you need to be to your clients:

+ Do you need to be accessible:

  - Day
  - Night
  - Both

+ Describe the nature of a "typical" encounter:

  - What takes place, sequence of events,

+ What is the type of environment in which the encounter occurs:
  - Atmosphere
  - Privacy

+ What equipment do you have presently:
  - Seating
  - Work Surface
  - Shelving/Filing/Storage
  - Display/Tack Surface
  - Special Equipment
  - Other

+ Does your filing/storage need to be within your space, %:

+ What tools/equip/spaces do you or can you share with others (i.e. conference area, files, storage, special equipment, secretarial services, other:)

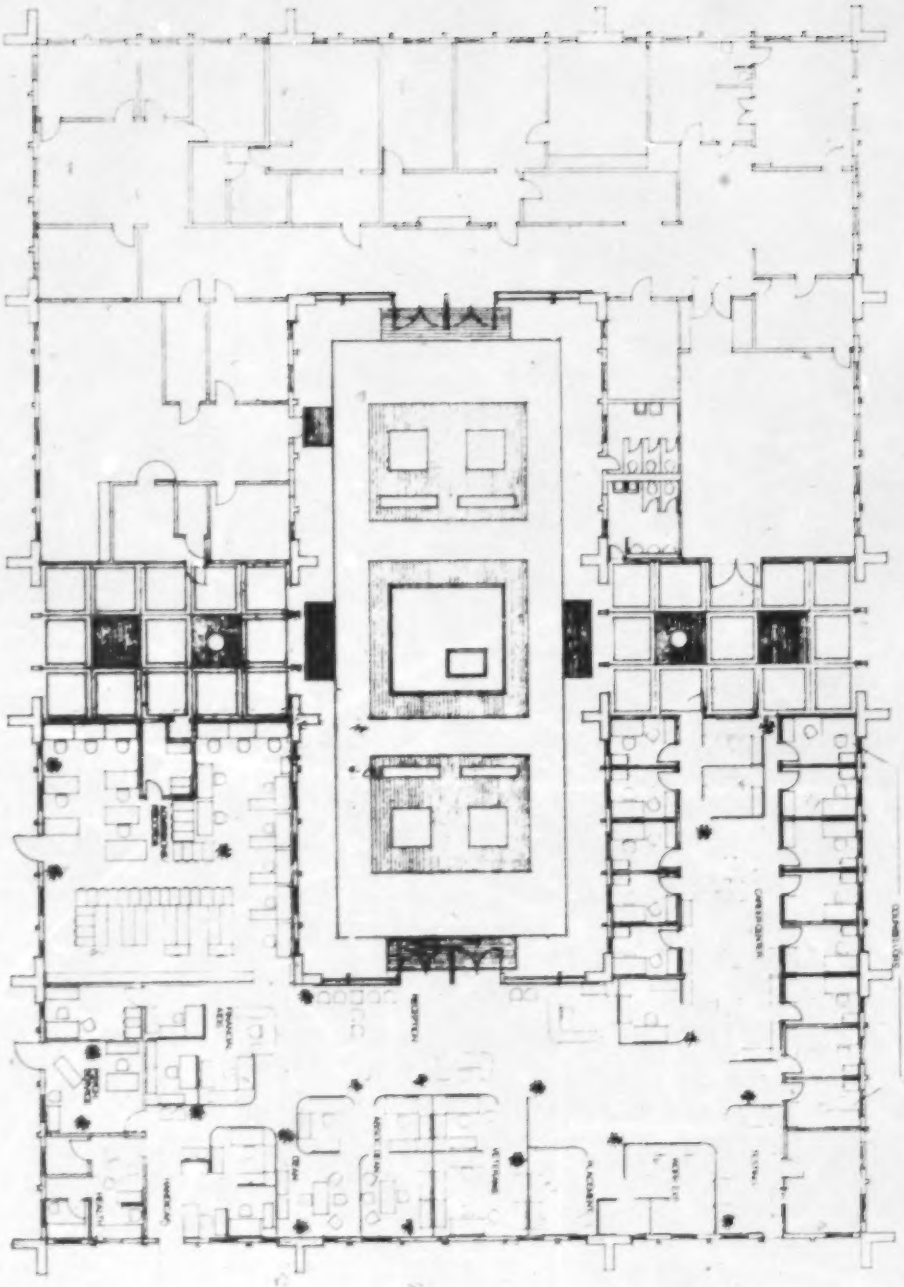
+ What are your security requirments:

  - Entire space secure
  - Secure storage
  - Only by time of day/nite

+ What has been the growth of your operation in the last 3 years:

+ How do you anticipate your operation to change in the next two years in terms of:

  - Growth/volume
  - Different programs/new trends in service:
  - New tools/equipment:



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